

# **ACADEMIC INTERVENTION SERVICES PLAN**

**MATTITUCK-CUTCHOQUE SCHOOL DISTRICT**

**Adopted by Board of Education May 17, 2007**

**Presented by AIS Staff  
and  
Building Administrators**

# Academic Intervention Services

## Definition

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum. Services assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the student's individualized education program.

The Mattituck-Cutchogue School District, located in Suffolk County, has a student enrollment of 1586 pupils. The educational mission of the Mattituck-Cutchogue UFSD is to improve student learning and achievement by preparing the student to be an informed, caring, and productive member of our global society. Thus the District believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention based on analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards. The following District Description of Academic Intervention Services (AIS) include criteria for eligibility, and these two (2) components of AIS:

- ❑ Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- ❑ Student support services needed to address barriers to improved academic performance.

## Two Year Plan Special Education

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's educational progress before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the school's principal and instructional support teams to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to, Academic Intervention Services and the minimum designated standards on state assessments and to English Language Learners (ELL) students who do not achieve the annual CR Part 154 performance standards. A description of these services will be approved by the Board of Education and reviewed every two years. Supplemental instruction in English, language arts, math, social studies, and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score below level 3 on elementary or intermediate state assessments required for graduation. All school-wide approaches to provide remediation activities for students who are at risk of not meeting state standards or meeting graduation requirements will be considered prior to making referrals to CSE. These approaches may also include but are not limited to extra teacher or teacher aide/assistant support, student or volunteer tutorial assistance, counseling support, and computer-assisted programs. The principal shall notify each student's parents whenever Academic Intervention Services (AIS) are provided. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE).

## Overview of AIS Annual Procedures

The Mattituck-Cutchogue School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by one or more of the following: Instructional Support Team (IST), Child Study Team, remedial teachers, counselors, and/or a team of junior high academic teachers based upon individual student needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or building approved expectations. Additionally, Limited

English Proficient (LEP/English Language Learner (ELL) students, who do not achieve the annual designated performance standards as stipulated in CR Part 154, are eligible for AIS.

This general plan is intended to describe services for students in the District in grades K-12. Review of the following will take place annually:

- Needs analysis of student performance information
- The number of students receiving AIS at each grade level and within each standard area
- The range of performance levels of eligible students as determined through State Assessments and building approved expectations
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- Ongoing oversight, monitoring and review by Administration, IST, and Child Study Team will decide who monitors and timing of reports

### **Eligibility for Elementary Academic Intervention Services**

Eligibility for AIS Services may be determined by State assessment results and/or District procedures.

1. Grades K – 3: Eligibility determined by local assessments including but not limited to ELP, Concepts About Print, Letter Identification, DRA, Running Records, Developmental Spelling Inventories, district writing rubrics, multiple measures, as defined by the grade level will provide a profile to use when consideration for AIS and the level of AIS support is being determined. Screening methods may include early literacy assessments, WADE, TOWL, Woodcock Reading Mastery Test, QRI, and Miscue Analysis as needed. Mathematics AIS will be determined by TERC and classroom assessments and daily class performance as observed and documented by the classroom teachers. Grade 2 and 3 will include observation and assessment by AIS math teacher.
2. Grades 4 – 6: Eligibility determined by performance level 1 or 2 on NYS assessments. Students who score a lower level 3 will be evaluated to determine need. Multiple measures as defined by the grade level and adopted across a grade level will provide a profile to use when consideration for AIS and the level of AIS support is being determined. Screening for literacy support may include, WADE, TOWL, and Woodcock Reading Mastery, QRI, DRA, as needed. Additional assessments in mathematics will include TERC assessments, unit assessments, and teacher observation. AIS teachers will use comprehensive assessments and benchmark assessments paralleling NY State test items. Social Studies and Science AIS will be part of the Literacy and Math AIS for application and reading in content areas.
3. Other areas for consideration: Counseling needs based on outside influences that are interfering with grade level performance or emotional or medical needs. Speech improvement services based on performance and screening. Discipline records, attendance records, hearing and vision screening, consideration of outside evaluations, family issues, and mobility issues are included in the eligibility process.

#### First Level K-6 Assessments:

Assessments all children receive. All grade levels are currently refining Multiple Measures, which support the report card outcomes.

- ❑ For Grades K-2: NYS Early Literacy Profile (ELP) and Math Investigations assessments
- ❑ For Grades 3-6: NYS English Language Arts (ELA) Assessment and NYS Math Assessment

#### Second Level K – 6 Assessments

Response to Intervention (RTI) documentation is analyzed as part of the screening process.

**A minimum of two of the following must confirm first level findings:**

- Portfolio Assessment
- Running Records
- Diagnostic Assessment
- Early Literacy Assessments
- Anecdotal Records (behavioral indicators)
- Writing Samples
- Exam Grades
- Report Card Grades
- Classroom Performance
- Other student records, reports, evaluations including, but not limited to, discipline records, health related issues, mobility issues, family issues
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, school staff
- Part 154 performance standards for LEP/ELL
- Speech and Language Assessment

**Procedures for Parent Notification K-12 Entrance and Exit**

Principal, Assistant Principal or designee will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through written reports, parent conferences or consultations at the end of each semester, and suggestions for working with the student at home. When AIS is discontinued, the parents will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance. Academic Intervention Services will end when the student has successfully attained the District standards according to the state and/or district criteria for ending services.

**Process and Timeline K-12**

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. *At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.*

**Student Progress Reports K-12**

Student progress reports will document progress of the student and determine when the student warrants being discontinued from AIS. Trimester progress reports at the elementary level and quarterly progress or by semester depending on program in grades 7 - 12, will be sent to parents. These reports will describe the nature and intensity of service provided, how the service was provided and by whom, the reasons for continuation or discontinuation of the AIS, including State Assessment data and the measures of evidence used in the District procedure.

### **Range of Academic Intervention K - 12**

The intensity of service will be determined based on individual need.

- Scheduling options including additional class time, extended push in, pull out, extended day
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- After school or summer programs may be an option
- Literacy or math specialist – direct or consultation support
- Alternative Education Placement

### **Range of Support Services K- 12**

Coordination Range of Support Services

- Attendance problems
- Discipline problems
- Family related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues

The following captures the Elementary School Eligibility and Programs.

<b>Grade Level</b>	<b>Academic Instruction</b>	<b>Support Services</b>
K – 6	<ul style="list-style-type: none"><li>• Early Literacy &amp; Mathematics</li> <li>• Math, ELA, Social Studies, Science</li></ul>	<ul style="list-style-type: none"><li>• Consultation with specialist</li><li>• Intervention services from specialist, counselor individual or small group</li><li>• Support by teacher assistant (K– 2)</li><li>• Consultation with specialist for differentiation of curriculum</li><li>• Extended day</li><li>• Review of progress by teacher and assigned specialist</li><li>• IST Monitoring (RTI)</li><li>• Parent Education/Involvement</li></ul>

## **Elementary AIS Levels of Service**

All levels include possible small group and/or individual push in and pullout programs, teacher consultation via IST, and/or monitoring.

### **Level of Services Grades K – 2:**

**Kindergarten:** Teacher Assistants help to support students in need of AIS. This support is implemented as part of the general education process under the direction of the classroom teacher. Currently there is push-in support for all students with our speech and language teacher co-teaching language development learning opportunities. Speech and language improvement is also provided in kindergarten. Beginning in February push-in and small group literacy support is available. Speech Improvement is provided throughout the year as needed as a pull out service. Mathematics support is offered via teacher assistants and individualized attention during small group work in the classroom. Supportive socialization groups or behavior plans may be developed following an IST with one of our psychologists or our guidance counselor.

### **Grade 1:**

Teacher Assistants help to support students in need of AIS. This support is implemented as part of the general education process under the direction of the classroom teacher. Small group multisensory LLI (Leveled Literacy Intervention), small group literacy support, and word work groups are provided. This may be as a push-in or pullout instructional model. Classroom teachers and teacher assistants provide differentiated, individualized and small group support, as needed in the general education program. Speech and language support services are available as needed. Mathematics support is offered via teacher assistants and individualized attention during small group work in the classroom. Supportive socialization groups or behavior plans may be developed following an IST with one of our psychologists or guidance counselor.

### **Grades 2-3:**

Small group multisensory LLI (Leveled Literacy Intervention), small group literacy support, and word work groups are provided. As a result of budgetary constraints, teacher assistants are only available in second grade to support students in need of AIS. Speech and language improvement, small group push-in or pullout services are provided. Socialization and supportive counseling services are available as needed and determined by IST. Mathematics is supported through a push-in/pullout model with an AIS teacher. Supportive socialization groups or behavior plans may be developed following an IST with one of our psychologists or our social worker.

### **Level of Services 4-6:**

#### **Grade 4:**

#### **Literacy and Social Studies**

Whole class lessons on comprehension strategies and reciprocal teaching are used as part of test preparation, comprehension instruction, and small group push-in services. The connection with grade 3 curriculum and reading strategies is explicitly reviewed, taught, and practiced to help students understand how authentic reading connects with on demand tasks. Multisensory reading and comprehension strategies are taught as needed. Speech and language services are available as needed. Social studies needs are addressed through reciprocal teaching in small groups supported by the AIS literacy teacher. The library media program also addresses social studies related to reading primary documents and understanding and synthesizing research and nonfiction materials.

#### **Mathematics and Science**

Mathematics is supported through small group and push-in AIS. A teacher works with individual children and small groups within the classroom lessons. Pullout support is provided if needed. Science support is conducted through additional lab time with co-taught lessons with the science teacher. Individual needs and additional practice test time is allotted to 4<sup>th</sup> grade as needed. Supportive socialization groups or behavior plans may be developed following an IST with one of our psychologists or our social worker.

## **Grades 5 and 6:**

### **Literacy and Social Studies**

All students who fail the State Assessment, as well as any students who score at a low level 3 are considered for support. Small group push-in literature based support, small group pullout multi-sensory reading and connected writing instruction is also provided as needed. Regular assessments by the AIS teacher provide direction for the level of support. Social studies support is provided using reciprocal teaching models with small groups supported by classroom teachers, and AIS teachers as appropriate. Organizational and self-regulation skills are reinforced through classroom and small group instruction. Portfolio assessment is used in grade 6. It is recommended that Portfolio assessment begin in grade 5 starting in the 2007 school year and follow the children to grade 6 for all students.

### **Mathematics and Science**

Math support is provided through small group push-in and/or pullout program. Flexible grouping is provided as students demonstrate need. Push-in allows students under monitoring, or short-term at-risk students, to receive preventative support. Science needs are supported through math application and/or teacher and science teacher support during labs and special classes.

Supportive socialization groups or behavior plans may be developed following an IST with one of our psychologists or our social worker.

## **Elementary Services to Address the Support Issues K-6**

1. Instructional Support Team
2. Psychologists
3. Counselors
4. Social Workers
5. Focused look at nutrition as issue in student achievement
6. Conflict resolution
7. Inter-agency cooperation (i.e. community and school)
8. Early grade behavior intervention plans
9. Transition programs for at risk students
  - a. Mentor programs – student and adult mentors
  - b. Buddy systems
  - c. Parent Education
10. ESL Program
11. Translators for individual students
12. Parenting classes
13. Volunteer Coordinator
14. Child care or parents for school functions
15. Extra curricular programs linked to AIS
16. Links to community resources (i.e. local colleges, police, etc.) to provide student self concept programs
17. Building community programs at community centers, libraries

Note: All suggestions are school driven, based on individual needs, and the data to support the program.

## **Possible Strategies for Academic Intervention Services for Students Enrolled in Vocational/Technical Programs 7-12**

1. All of the above suggestions, where applicable
2. Co-teaching in technical classes by certified language arts and math teachers
3. Small groups put out for varying lengths of time

## **Possible Support Services for Academic Intervention Services 7-12**

Student support services means interventions that address barriers to student progress in state learning standard areas requiring AIS:

1. School guidance counseling – monitoring
2. Attendance improvement services
3. Discipline
4. Family related issues
5. Health related issues
6. Nutritional related issues
7. Mobility and transfer issues
8. Speech/Language therapy
9. Occupational/Physical therapy
10. Mental Health related issues

## **Junior/Senior High School Services to Address the Support Issues 7-12**

1. Instructional Support Team/Child Study Teams
2. Psychologists
3. Counselors
4. Focused look at nutrition as issue in student achievement (Wellness Policy)
5. Conflict resolution
6. Inter-agency cooperation (i.e. community and school)
7. Discipline intervention program
8. Transition programs for at risk students
  - a. Mentor programs – student and adult mentors
  - b. Buddy systems
  - c. Parent Education
9. ESL program
10. Volunteer coordinator
11. Links to community resources (i.e. local colleges, police, etc.) to provide student self concept programs
12. Links to AIS for summer interventions

Note: All suggestions are school driven, based on individual needs, and the data to support the program.



The following captures the Junior Senior High School Eligibility and Programs (7-12).

Grade Level	Eligibility Criteria	Exit Criteria	Possible Academic Intervention Services
7	<ul style="list-style-type: none"> <li>Math or ELA State Assessment score &lt;3</li> <li>Practice PCT Reading &lt;48</li> <li>2 consecutive report card grades below 65 in English and Math</li> <li>Teacher recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Practice PCT Reading &gt;48</li> <li>Teacher recommendation</li> <li>2 consecutive report card grades at or above 75 in English or Math or a final exam grade at or above a 75</li> </ul>	<ul style="list-style-type: none"> <li>Extended school day</li> <li>Reading classes</li> <li>Summer maintenance program</li> <li>Extra help in each academic area</li> <li>Language Arts</li> <li>Counseling/Monitoring</li> <li>Development of Behavioral Intervention Plan</li> <li>Push in class/co-teaching</li> </ul>
8	<ul style="list-style-type: none"> <li>Previously identified and has not met exit criteria</li> <li>Math or ELA State Assessment score &lt;3</li> <li>2 consecutive report card grades below 65 in English or Math</li> <li>Teacher recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher recommendation</li> <li>2 consecutive report card grades at or above 75 in English or Math or a final exam grade equal to or above a 75</li> </ul>	<ul style="list-style-type: none"> <li>Extended school day</li> <li>Reading classes</li> <li>Summer maintenance program</li> <li>Extra help in each academic area</li> <li>Language Arts</li> <li>Counseling/Monitoring</li> <li>Development of Behavioral Intervention Plan</li> <li>Push in class/co-teaching</li> </ul>
9-12	<ul style="list-style-type: none"> <li>Course or Regents examination failure</li> <li>State Assessments, ELA, Math, SS, Science &lt;3</li> <li>Previously identified and has not met exit criteria</li> </ul>	<ul style="list-style-type: none"> <li>Passing Regents</li> <li>2 consecutive report card grades = or &gt;75 or a midterm and final = or above a 75</li> </ul>	<ul style="list-style-type: none"> <li>Extended school day</li> <li>Reading classes</li> <li>Summer maintenance program</li> <li>Extra help in each academic area</li> <li>Language Arts</li> <li>Counseling/Monitoring</li> <li>Development of Behavioral Intervention Plan</li> <li>Push in class/co-teaching</li> </ul>

### **Committee on Special Education (CSE)**

If a student receiving AIS continues to experience difficulty with progress, an Instructional Support or Team meeting is called. All data is reviewed including, AIS, State Tests, Grade Level Assessments. A determination may be made to refer a student to the Committee on Special Education for a comprehensive educational evaluation to determine if there is disability, which may be impacting on learning. Interventions are then determined. This is all part of the CSE process. AIS plans are modified as needed during the CSE referral process.

**The following is taken from the Special Education Board adopted 2007 - 2009 District Plan**

The referral form to the CSE used by the district staff will describe, in writing, intervention services, programs used to remediate the student's performance prior to services, or instructional methodologies, including any supplementary aids or support services provided, or the reasons why no such attempts were made. The principal and/or building level team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary.

Within ten (10) days of receipt of referral to CSE, the building administrator may request a meeting with the parent or custodial guardian, the student, and the referring person (if a staff member), to determine whether the student would benefit from additional general education support services as an alternative to special education. These services may include, but are not limited to, speech and language improvement services, educationally related support services, academic intervention services, and any other services designed to address the learning needs of the student and maintain the student's placement in general education. At this meeting, if there is a written agreement that with the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the building administrator shall provide a copy of this agreement to the Chairperson of the CSE, the referring person, the parent or custodial guardian, and the student if appropriate. The copy of the agreement will be in the native language of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative educational record file. If there is no written agreement reached at this meeting, the required timelines of the CSE will be maintained.

These pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services, but shall be used to assess the ability of the student to benefit from regular education services.

**Possible Strategies for Academic Intervention Services For Students with Disabilities Placed In or Out of District**

1. Counseling – monitoring
2. Small class size
3. School
4. Curriculum alignment with standards
5. Stretch courses
6. Small student to staff ratio
7. Instructional modifications
8. Study skills
9. Attendance improvements
10. Computer assisted instruction
11. Individual and small group instruction
12. Co-teaching
13. Out of district placement

**Anne Smith, Principal**

# Academic Intervention Plan Notification Letter (SAMPLE)

September 2006

Dear Parents/Guardians of \_\_\_\_\_:

Academic Intervention Services means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and assist students in meeting the New York State learning standards. The Academic Intervention Plan of the Mattituck-Cutchogue School District at Cutchogue East Elementary School intends to assist students who are at risk of not achieving designated performance levels on New York State Assessments. Your child will be provided with academic intervention services to help meet established criteria.

Your **second grade** child will receive systematic, explicit instruction in reading strategies in a daily pullout session. Conducted in small groups, instruction will include guided reading to provide practice in fluency, self-monitoring and comprehension, and word study to support decoding and spelling development.

Your child is eligible for the following services:

Benchmark	Score Needed	Student Score	Suggestions for parent involvement
1. Developmental Reading Assessment (DRA) 2. Developmental Spelling Assessment 3. Sight Word Knowledge 4. Teacher Recommendation	On grade level  On grade level  On grade Level	Below grade level  Below grade level  Below grade level	See attached reading strategies
Service(s) to be provided	Person responsible	Duration and time	Exit criteria
Multi-sensory Reading Support	Reading Specialist	30 minutes Every Day	DRA grade level performance and/or Teacher Recommendation

Your child's progress will be reevaluated mid-year and in June. You will receive progress reports from the Intervention Teacher at those times. You may call the Intervention Teacher listed or the classroom teacher if you have any questions at 734-6049.

Please sign and return the following page to the classroom teacher. I am available to answer any questions about the program and your child's placement. My extension is 231.

Sincerely,

Anne Smith

**Cutchogue East Elementary School**  
**Anne Smith, Principal**  
**Academic Intervention Plan Notification Letter (SAMPLE)**

October 2005

Dear Parents/Guardians of \_\_\_\_\_:

Academic Intervention Services means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and assist students in meeting the New York State learning standards. The Academic Intervention Plan of the Mattituck-Cutchogue School District at Cutchogue East Elementary School intends to assist students who are at risk of not achieving designated performance levels on New York State Assessments. Your child will be provided with academic intervention services to help meet established criteria.

Your **third grade** child will receive small group instruction in reading and writing skills. Conducted in small groups, instruction includes reading strategy practice and writing extension activities.

Your child is eligible for the following services:

Benchmark	Score Needed	Student Score	Suggestions for parent involvement
1. Developmental Reading (DRA) 2. Developmental Spelling Assessment 3. Teacher Recommendation	On grade level	Below grade level	See attached reading strategies
Service(s) to be provided	Person responsible	Duration and time	Exit criteria
Reading Writing		40 minutes every other day	Grade Level Performance and/or Teacher Recommendation

Your child's progress will be reevaluated mid-year and in June. You will receive progress reports from the Intervention Teacher at those times. You may call the Intervention Teacher listed or the classroom teacher if you have any questions at 734-6049.

Please sign and return the following page to the classroom teacher. I am available to answer any questions about the program and your child's placement. My extension is 231.

Sincerely,

Anne Smith

**MATTITUCK-CUTCHOQUE  
JUNIOR SENIOR HIGH SCHOOL  
ACADEMIC INTERVENTION SERVICES**

Dear Parents or Guardian of \_\_\_\_\_:

According to the Academic Intervention Plan of the Mattituck - Cutchogue School District, students in the Mattituck Junior - Senior High School who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on the New York State Assessment Tests will be afforded Academic Intervention Services. The following criteria have been established for inclusion in the Academic Intervention Services Program.

- Course or Regents Exam Failure
- State Assessments, ELA, Math, Social Studies or Science scores of < 3
- Two consecutive report card grades of < 65
- Failing midterm and/or final exam

At this time \_\_\_\_\_ meets at least one of the required District criteria in one or more subject areas or he/she was identified previously and has not met the necessary exit criteria and will therefore receive academic intervention in the following subject areas: \_\_\_\_\_

When AIS service begins (September or January) you will receive quarterly reports detailing your son's/daughter's progress towards exiting the program. In order to exit the program students must meet one of the following criteria.

- Passing Regents Exam
- Two consecutive report grades of >or = 75
- Midterm or final exam grade > or =75

A student must meet New York State Learning Standards in order to receive a diploma and not meeting the District Benchmark indicates that intervention is necessary.

Please call the Guidance Office at (298-8471 ext. 3224 for HS and 3258 for JH) if you have any questions about this service.

Sincerely,

Brian Lynch  
Director of Guidance