

**Academic Intervention
Services Plan**

**Jericho Schools
2023-2024**

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Academic Intervention Services

Introduction

In accordance with Part 100 of the Commissioner's Regulations relating to standards, assessments and graduation requirements, school districts are required to provide academic intervention services for students who score below NYS designated performance levels on State assessments. Students who are at risk of not achieving proficiency are also able to receive these services.

Academic intervention services (AIS) are services which are designed to assist students to achieve the learning standards in any of the four content areas: English/language arts (ELA) and mathematics, social studies and science. These services are to include two components:

- Additional instruction that supplements the core general curriculum.
- Students support services that address barriers to improved academic performance.

Although the intensity and location of services can vary, the type of intervention must respond to specific student needs, derived from an analysis of classroom performance and/or assessment results. Academic intervention services are expected to commence as soon as practicable, but should commence no later than the beginning of the semester following a determination that a student is in need of them.

The following groups are eligible for academic intervention services:

- Students at risk of not meeting NYS standards in any of the four content areas.
- Students who are not performing at levels commensurate with their abilities.
- Those who score below the designated performance levels on NYS assessments in ELA, mathematics and/or science.
- Any English-as-a-New-Language (ENL) students who do not achieve annual designated Part 154 performance standards.

This report will describe the services that will be provided to Jericho students, in accordance with Commissioner's Regulations.

Academic Services

Each section describes the Response to Intervention Plan for the Jericho School District as well as the academic intervention services that will be provided to Jericho students in ELA, mathematics, social studies and science. Services for English-as-a-New-Language (ENL) students are also described.

Included in each appendix is the following information:

- Identification of students requiring service
- Description of services
- Frequency and duration
- Service providers
- Timeline
- Criteria for termination of services

Support Services

At times, obstacles to academic progress may require services in addition to, or instead of, those described as Academic Services, above. These barriers to learning may include

- Attendance issues
- Substance abuse issues
- Emotional health issues
- Family-related issues
- Health-related issues
- Mobility/transfer issues

Students who need to overcome these obstacles may require support services which can be provided by a school psychologist, guidance counselor, social worker, health service provider and/or outside agencies, under the direction of district administrators. These services will be coordinated through building Instructional Support Teams and provided in a timely manner.

Parent Notification

Effective and timely communication among faculty, students and parents is essential in order to ensure that academic intervention services facilitate desired levels of student performance and wellbeing. As soon as possible and not later than one week after the documented need for AIS services has been determined, the following communication will take place, under the direction of the school principal:

- A written notification with a summary of the need for academic services as well as a description of those services will be provided for each family.
- An appropriate faculty member will discuss the services, as well as the benefit of the specific AIS services being provided.

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
ENGLISH/LANGUAGE ARTS

K-8

1. Identification of need for AIS in English/language arts:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or diagnostic assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to English/Language Arts standards
- D. Those limited English proficiency/English language learners students who do not achieve annual, designated, CR Part 154 performance standards
- E. Little or no growth on NWEA assessments
- F. Tier I data

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding English/language arts indicates the need for AIS, subject to the principal's review and/or approval, the English/Language Arts Curriculum Associate, the Child Study Team, and/or the Committee on Special Education will determine the extent and type of AIS which is needed. This will be done in conjunction with speech/language specialists, reading specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following interventions may be indicated:

- A. Differentiated instruction;
- B. Response to Intervention services;
- C. Push-in classroom support;
- D. Pull-out instruction in small groups, organized by grade-level and by degree of deficit, and lasting from 30 minutes to 2 hours weekly; and,
- E. Extra help sessions with classroom teachers and/or reading specialists; and/or,
- F. Support classes

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school: X
- C. During School: X
- D. Summer: X

E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Reading specialists
- C. Speech and language specialists
- D. Learning Center instructors
- E. Guidance counselor
- F. School Psychologist
- G. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance level of "3" on the next State assessment.
- B. Performance of 70% or higher on a district developed, standards aligned assessment or benchmark, i.e., NWEA
- C. Acceptable or "passing" classroom performance

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
ENGLISH/LANGUAGE ARTS
9-12

1. Identification of need for AIS in English/language arts:

- A. Scoring below proficiency levels or 0% - 64% on local English/language arts benchmarks or diagnostic assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to English/Language Arts standards
- D. Those limited English proficiency/English language learners students who do not achieve annual, designated, CR Part 154 performance standards
- E. Lack of improvement based upon attending extra help classes

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding English/language arts indicates the need for AIS, subject to the principal's review and/or approval, the English/Language Arts Curriculum Associate, the Child Study Team, and/or the Committee on Special Education will determine the extent and type of AIS which is needed. This will be done in conjunction with reading specialists, speech/language specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following interventions may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out tutoring in small groups, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly;
- D. Extra help sessions with classroom teachers; and/or,
- E. Counseling
- G. Support classes

3. Time for academic intervention services and/or student support services:

- A. Before school: X
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Reading specialists
- C. Speech and language specialists
- D. Learning Center instructors
- E. Guidance counselor
- F. School Psychologist
- G. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Scoring 70% or higher on a district developed, standards aligned, English/language arts assessment or benchmark.
- B. Performance of 65% or higher on next State, English/language arts assessment
- C. Acceptable or "passing" classroom performance related to English/language arts standards

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
MATHEMATICS
K-8

1. Identification of need for AIS in Mathematics:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or diagnostic assessments.
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to mathematics standards
- D. Little or no growth on NWEA assessments
- E. Tier I data

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding mathematics indicates the need for AIS, subject to the principal's review and/or approval, the Mathematics Curriculum Associate, the Child Study Team, and/or the Committee on Special Education will determine the extent and type of AIS which is needed. This will be done in conjunction with mathematics specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Response to Intervention services;
- C. Push-in classroom support;
- D. Pull-out instruction in small groups, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly;
- E. Extra help sessions with classroom teachers and/or mathematics specialists; and/or,
- F. Where applicable, Mathematics support classes; and/or
- G. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Mathematics specialists
- C. Learning Center instructors
- D. Guidance counselors
- E. School psychologist
- F. Social worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance level of "3" on the next State assessment
- B. Performance of 70% or higher on a district developed, standards aligned assessment or benchmark, i.e., NWEA
- C. Acceptable or "passing" classroom performance

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
MATHEMATICS
9-12

1. Identification of need for AIS in Mathematics:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or diagnostic assessments
- B. Scoring below State designated proficiency or "passing" level on State assessments
- C. Unacceptable or failing classroom performance related to mathematics standards
- F. Lack of improvement based upon attending extra help classes

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding mathematics indicates the need for AIS, subject to the principal's review and/or approval, the Mathematics Curriculum Associate, the Child Study Team, and/or the Committee on Special Education will determine the extent and type of AIS which is needed. This will be done in conjunction with mathematics specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out instruction in small groups, typically 5 or fewer, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly;
- D. Extra help sessions with classroom teachers,
- E. Mathematics support classes; and/or,
- F. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school: X
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Mathematics support teachers
- C. Learning Center instructors
- D. Guidance counselors
- E. School psychologist
- F. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Scoring 65% or higher on a district developed, standards aligned assessment or benchmark
- B. Performance of 65% or higher on next State assessment
- C. Acceptable or "passing" classroom performance

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
SOCIAL STUDIES
6-8

1. Identification of need for AIS in Social Studies:

- A. Scoring below proficiency levels or 0% - 64% on local, social studies benchmarks or diagnostic assessments
- B. Unacceptable or failing classroom performance related to social studies standards
- C. Lack of improvement based upon attending extra help classes

2. Description of academic intervention and/or student support services:

As detailed above, when a student's social studies performance signals the need for AIS, the Child Study Team, principal and/or Social Studies Curriculum Associate will determine the extent and type of AIS needed. This will be done in conjunction with classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Extra help sessions with classroom teachers; and/or,
- D. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Learning Center instructors
- C. Guidance counselors
- D. School psychologist
- E. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance of 65% on a district developed, standards aligned, social studies assessment or benchmark
- B. Acceptable or "passing" classroom performance related to social studies standards

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
SOCIAL STUDIES
9-12

1. Identification of need for AIS in Social Studies:

- A. Scoring below proficiency levels or 0% - 64% on local, social studies benchmarks or diagnostic assessments
- B. Scoring below State designated proficiency level on State, social studies assessments
- C. Unacceptable or failing classroom performance related to social studies standards
- D. Lack of improvement based upon attending extra help classes

2. Description of academic intervention and/or student support services:

As detailed above, when a student's social studies performance signals the need for AIS, the Child Study Team, principal and/or Social Studies Curriculum Associate will determine the extent and type of AIS needed. This will be done in conjunction with classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out tutoring in small groups, typically 5 or fewer, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly; and,
- D. Extra help sessions with classroom teachers; and/or,
- E. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school: X
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Learning Center instructors
- C. Guidance counselors
- D. School psychologist
- E. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Scoring 65% or higher on a district developed, standards aligned, social studies assessment or benchmark
- B. Performance of 65% or higher on next, appropriate State, social studies assessment
- C. Acceptable or "passing" classroom performance related to social studies standards

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
SCIENCE
5-8

1. Identification of need for AIS in Science:

- A. Scoring below proficiency levels or 0% - 64% on local, science benchmarks or diagnostic assessments.
- B. Scoring below State designated proficiency level on State science assessments
- C. Unacceptable or failing classroom performance related to science standards

2. Description of academic intervention and/or student support services:

As detailed above, when a student's science performance signals the need for AIS, the Child Study Team, principal and/or Science Curriculum Associate will determine the extent and type of AIS needed. This will be done in conjunction with classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out tutoring in small groups, typically 5 or fewer, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly; and,
- D. Extra help sessions with classroom teachers; and/or,
- E. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school: X
- C. During School: X
- D. Summer:
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Learning Center instructors
- C. Guidance counselors
- D. School psychologist
- E. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Scoring 65% or higher on next State, science assessment
- B. Performance of 65% on a district developed, standards aligned, science assessment or benchmark
- C. Acceptable or "passing" classroom performance related to science standards

JERICOHO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES:
SCIENCE
9-12

1. Identification of need for AIS in Science:

- A. Scoring below proficiency levels or 0% - 64% on local, science benchmarks or diagnostic assessments
- B. Scoring below State designated proficiency or "passing" level on State, science assessments
- C. Unacceptable or failing classroom performance related to science standards
- D. Missing or incomplete labs needed to be eligible to sit for the New York State Science Regents
- E. Lack of improvement based upon attending extra help classes

2. Description of academic intervention and/or student support services:

As detailed above, when a student's science performance signals the need for AIS, the Child Study Team, principal and/or Science Curriculum Associate will determine the extent and type of AIS needed. This will be done in conjunction with classroom teachers, and pupil personnel faculty. One, some, or all of the following may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out tutoring in small groups, typically 5 or fewer, organized by grade-level and by degree of deficit, and lasting from 40 minutes to 2 hours weekly;
- D. Extra help sessions with classroom teachers; and,
- E. Counseling.

3. Time for academic intervention services and/or student support services:

- A. Before school: X
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Learning Center instructors
- C. Guidance counselors
- D. School psychologist
- E. Social Worker

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Scoring 65% or higher on a district developed, standards aligned, science assessment or benchmark
- B. Performance of 65% or higher on the next State, science assessment
- C. Acceptable or "passing" classroom performance related to science standards

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES for ENL Students:
K-5

1. A. Identification of need for AIS in English/language arts for ENL Students:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to English/Language Arts or mathematics standards
- D. Those limited English proficiency/English language learners students who do not achieve annual, designated, CR Part 154 performance standards
- E. Little to no growth on NWEA growth score
- F. Tier 1 data

B. Identification of need for AIS in Mathematics for ENL Students:

- G. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments.
- H. Scoring below State designated proficiency level on State assessments
- I. Unacceptable or failing classroom performance related to ELA or mathematics standards.
- J. Little to no growth on NWEA growth score
- K. Tier 1 data

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding English/language arts or mathematics indicates the need for AIS, subject to the principal's review and/or approval, the Instructional Support Team, and/or the Committee on Special Education will determine the extent and type of AIS is needed. This will be done in conjunction with speech/language specialists, reading specialists, math specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following interventions may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out tutoring in small groups, organized by grade-level and by degree of deficit, and lasting from 30 minutes to 2 hours weekly;
- D. Extra help sessions with classroom teachers and/or reading specialists and/or Mathematics specialists
- E. Additional ENL Services

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school:
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Reading specialists
- C. Math Specialist
- D. Speech and language therapists
- E. Learning Center Instructors
- F. School Psychologist
- G. ENL Instructors

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance level of "3" on the next State assessment
- B. Performance of 70% or higher on a district developed, standards aligned assessment or benchmark, i.e., NWEA
- C. Acceptable or "passing" classroom performance
- D. Progress on NWEA

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES for ENL Students:
6-8

1. A. Identification of need for AIS in English/language arts for ENL Students:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to ELA or mathematics standards
- D. Those limited English proficiency/English language learners students who do not achieve annual, designated, CR Part 154 performance standards

B. Identification of need for AIS in Mathematics for ENL Students:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to ELA or mathematics standards.

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding English/language arts or mathematics indicates the need for AIS, subject to the principal's review and/or approval, the Instructional Support Team, and/or the Committee on Special Education will determine the extent and type of AIS is needed. This will be done in conjunction with speech/language specialists, reading specialists, math specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following interventions may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out ENL and academic support in small groups; organized by grade-level, language proficiency level, area of need; lasting from 80 minutes to 120 minutes weekly.
- D. Routine extra help sessions (before and/or after the school day) with classroom teachers.
- E. Additional ENL Services (i.e., stand-alone Reading class, integrated ENL/Content area academic classes).

3. Time for academic intervention services and/or student support services:

- A. Before school:
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Reading teachers
- C. Learning Center Instructors
- D. School Psychologist
- E. Math teachers
- F. ENL Instructors

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance level of "3" on the next State assessment.
- B. Performance of 70% or higher on a district developed, standards aligned assessment or benchmark
- C. Acceptable or "passing" classroom performance

JERICO UNION FREE SCHOOL DISTRICT
Jericho, New York

PLAN FOR ACADEMIC INTERVENTION SERVICES for ENL Students:
9-12

1. A. Identification of need for AIS in English/language arts for ENL Students:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to NYSED standards
- D. Those limited English proficiency/English language learners students who do not achieve annual, designated, CR Part 154 performance standards

B. Identification of need for AIS in Mathematics for ENL Students:

- A. Scoring below proficiency levels or 0% - 64% on local benchmarks or assessments
- B. Scoring below State designated proficiency level on State assessments
- C. Unacceptable or failing classroom performance related to mathematics standards

2. Description of academic intervention and/or student support services:

As detailed above, when a student's performance regarding NYSED standards indicates the need for AIS, subject to the principal's review and/or approval, the Instructional Support Team, and/or the Committee on Special Education will determine the extent and type of AIS is needed. This will be done in conjunction with speech/language specialists, reading specialists, math specialists, classroom teachers, and pupil personnel faculty. One, some, or all of the following interventions may be indicated:

- A. Differentiated instruction;
- B. Push-in classroom support;
- C. Pull-out ENL and academic support in small groups; organized by grade-level, language proficiency level, area of need; lasting from 80 minutes to 120 minutes weekly.
- D. Routine extra help sessions (before and/or after the school day) with classroom teachers.
- E. Additional ENL Services (i.e., stand-alone Reading class, sheltered English/language arts and Social Studies content instruction, sheltered academic support classes in English/language arts, Social Studies, and Mathematics, integrated ENL/Content area academic classes).

3. Time for academic intervention services and/or student support services:

- A. Before school: X
- B. After school: X
- C. During School: X
- D. Summer: X
- E. Other:

4. Titles of AIS faculty:

- A. Classroom teachers
- B. Reading teachers
- C. Learning Center Instructors
- D. School Psychologist
- E. Mathematics teachers
- F. Social Studies teachers
- G. ENL Instructors

5. Date for commencement of services:

Approximately 2 weeks after identification

6. Criteria for termination of services:

- A. Performance level of "3" on the next State assessment.
- B. Performance of 70% or higher on a district developed, standards aligned assessment or benchmark
- C. Acceptable or "passing" classroom performance