

## **Middle Country Central School District Academic Intervention Services Plan**

**Academic Intervention Services (AIS) are defined as services which are designed to assist students who are at risk of not achieving the New York State Standards in English language arts, mathematics, social studies and/or science. These services shall be made available to students with disabilities on the same basis as non-disabled students, provided that such services shall be consistent with the students' individualized education program.**

**These services may include the following components:**

- **Additional instruction that supplements the general curriculum**
- **Supplemental instructional tools or resources**
- **Small group pull-out services**
- **Student support services needed to address barriers to improved academic performance**

**Services may take place in a variety of settings, including the general education classroom, small group AIS classes, or any other setting deemed appropriate. Services may take place with a variety of providers, including a classroom teacher, AIS/Reading teacher, or teaching assistant.**

**All buildings have a Student Support Team in place which includes a building administrator, school psychologist, general or special education teacher, referring teacher, parents, and additional personnel as deemed appropriate. Based upon multiple measures, this team may also determine the need for AIS services.**

### **Criteria for Eligibility**

- **All new entrants' academic records are screened to determine if there is a need for academic intervention and/or support services.**
- **Students in grades K-2 are eligible for AIS based on their performance on the district's ELA and Math benchmark assessments which are designed to determine reading readiness, comprehension skills and math competency respectively. Additional measures include classroom performance and teacher observations. Students receive these services through the Middle Country Central School District's Response to Intervention (RTI) model.**
- **Students in grades 4 through 8 are eligible for AIS if they score at levels 1 or 2 or below the NYS determined cut score on any of the New York State assessments. Eligibility is also determined by the district's ELA and Math benchmark assessments which are designed to determine reading and math competency skills respectively. Additional measures include classroom performance and teacher observations.**
- **Students in grades 9 –12 are eligible for AIS if they score below the passing grade of 65 % on any Regents examination required for graduation in ELA, mathematics, science or social studies.**

### **Commencement of Services**

Academic Intervention Services may start at any time deemed necessary, but will begin no later than the beginning of the semester following a determination that such services are needed. The service(s) will continue until a student's performance meets or exceeds the State designated performance level on the next State assessment; or the student has demonstrated a likelihood to meet or exceed the State designated performance level on the next State assessment through classroom/subject area achievement on district-selected assessments and/or through teacher recommendation.

### **Funding Sources**

Federal, state, and local funding will be used to support the delivery of Academic Intervention Services.

### **Student Support Services**

When a student who is already meeting state standards exhibits behaviors that put him/her at risk for not meeting state learning standards in the future, student support services such as guidance and or counseling services may be provided.

### **Monitoring and Review of Plan**

The process of monitoring student progress is ongoing. The building principal is responsible for monitoring the progress of the students in his/her school. He/she is further responsible for communicating his/her findings to the appropriate service providers.

The MCCSD Academic Intervention Plan will be continually reviewed by a cross-section of elementary and secondary teachers, support staff, and administrators. It will be revised based on the most recent available student performance data.

### **Record Keeping**

The following information will be maintained at the building level as part of each student's cumulative record folder:

- A record of the student performance on state assessments.
- Local assessments used to determine eligibility at the elementary level will also be kept on file.
- A copy of parent notification letters related to academic intervention services.
- A copy of the parent notification that a child is in need of academic intervention services. The notification includes when these services will be offered.
- A copy of the letter to the parents that indicates that their child is no longer in need of Academic Intervention Services.

### **Parent Notification**

The parent or guardian will be notified in writing that his/her child will be receiving AIS. The commencement of services notification will include:

1. A summary of the services to be provided to the student
2. The reason the student needs such services
3. The consequences of not achieving expected performance levels

Parents will be notified of the ending of the academic intervention services when appropriate. Additionally, parents will also be afforded ongoing communication with school personnel. Opportunities, such as parent conferences, for consultation with the student's regular classroom teacher(s) and other professional staff providing academic intervention services will be provided as deemed necessary and/or at parent request.

Academic Intervention Services English Language Arts Grades K-2					
Grade Level	Assessment Measures	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
K	Pre-K/K Screening  Rigby Assessment Administration  Letter and Sound Identification Assessments  iReady ELA Diagnostic  Teacher Observation	Screening Observations  Below level 3 on Letter and Sound, Identification Assessment  iReady performance below early on grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need in full day K program	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Performance meeting grade level target on iReady diagnostic  Teacher Recommendation
1	Rigby Assessment Administration  iReady ELA Diagnostic  Teacher Observation	Performance below district achievement levels on Rigby Assessment (ongoing) iReady performance 2 or more below grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Performance meeting grade level target in iReady diagnostic  Teacher Recommendation
2	Rigby Assessment Administration  iReady ELA Diagnostic  Teacher Observation	Performance below district achievement levels on Rigby Assessment (ongoing)  iReady performance 2 or more below grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Performance meeting grade level target on iReady diagnostic  Teacher Recommendation

Academic Intervention Services English Language Arts Grades 3-5					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
3	Rigby Assessment Administration	Performance below district achievement levels on Rigby Assessment (ongoing)	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)
	iReady ELA diagnostic	iReady performance 2 or more below grade level	Pupil Personnel Support		Performance meeting grade level target on iReady diagnostic
	iReady ELA Diagnostic	Teacher Recommendation	Extended Day Program		Level 3 on New York State ELA 3 Assessment
	NYSESLAT / ELL Intervention Data				Teacher Recommendation
	Teacher Observation				
4	New York State ELA 3 Scores	Level 1 or 2 on New York State ELA 3 Assessment	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)
	Rigby Assessment Administration	Performance below district achievement levels on Rigby Assessment (ongoing)	Pupil Personnel Support		Performance meeting grade level target on iReady diagnostic
	iReady ELA Diagnostic	iReady performance 2 or more below grade level	Extended Day Program		Level 3 on New York State ELA 4 Assessment
	NYSESLAT / ELL Intervention Data	Teacher Recommendation			Teacher Recommendation
	Teacher Observation				

5	<p>New York State ELA 4 Scores</p> <p>Rigby Assessment Administration</p> <p>iReady ELA Diagnostic</p> <p>NYSESLAT / ELL Intervention Data</p> <p>Teacher Observation</p>	<p>Level 1 or 2 on New York State ELA 4 Assessment</p> <p>Performance below district achievement levels on Rigby Assessment (ongoing)</p> <p>iReady performance 2 or more below grade level</p> <p>Teacher Recommendation</p>	<p>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support from Instructional Specialist</p> <p>Pupil Personnel Support</p> <p>Extended Day Program</p>	<p>Varied on the basis of individual need</p>	<p>Performance meeting district achievement levels on Rigby Assessment (ongoing)</p> <p>Performance meeting grade level target on iReady diagnostic</p> <p>Level 3 on New York State ELA 5 Assessment</p> <p>Teacher Recommendation</p>
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Academic Intervention Services English Language Arts Grades 6 – 8					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
6	New York State ELA 5 Scores	Level 1 or 2 on New York State ELA 5 Assessment	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support	Varied on the basis of individual need	Level 3 on New York State ELA Assessment
	iReady ELA Diagnostic	iReady performance 2 or more below grade level	AIS Lab		Performance meeting grade level target on iReady diagnostic
	NYSESLAT / ELL Intervention Data				
	Teacher Observation	Teacher Recommendation	Progress monitoring/ Guidance  Extended Day/ Week/ Year Programs		Satisfactory Report Card Grades  Teacher Recommendation
7	New York State ELA 6 Score	Level 1 or 2 on New York State ELA 6 Assessment	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support	Varied on the basis of individual need	Level 3 on New York State ELA 7 Assessment
	iReady ELA Diagnostic	iReady performance 2 or more below grade level	AIS Lab		Performance meeting grade level target on iReady diagnostic
	NYSESLAT / ELL Intervention Data				
	Teacher Observation	Teacher Recommendation	Progress monitoring / Guidance  Extended Day/ Week/ Year Programs		Satisfactory Report Card Grades  Teacher Recommendation

8	<p>New York State ELA 7 Score</p> <p>NYSESLAT / ELL Intervention Data</p> <p>iReady ELA Diagnostic</p> <p>Teacher Observation</p>	<p>Level 1 or 2 on New York State ELA 7 Assessment</p> <p>iReady performance 2 or more below grade level</p> <p>Teacher Recommendation</p>	<p>Classroom Teacher Support</p> <p>AIS Lab</p> <p>Push-In Assistance</p> <p>Progress monitoring / Guidance</p> <p>Extended Day Programs</p>	<p>Varied on the basis of individual need</p>	<p>Level 3 on New York State ELA 8</p> <p>Performance meeting grade level target on iReady diagnostic</p> <p>Teacher Recommendation</p>
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Academic Intervention Services English Language Arts Grades 9 – 12					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
9	New York State ELA 8 Assessment score  NYSESLAT / ELL Intervention Data  Teacher Observation	Level 1 or 2 on New York State Assessments  Report Card Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Satisfactory Report Card Grades  Teacher Recommendation
10	Report Card Grades  NYSESLAT / ELL Intervention Data  Teacher Observation	Report Card Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Satisfactory Report Card Grades  Teacher Recommendation
11/12	Report Card Grades  NYS Regents Exams (Gr. 11)  NYSESLAT / ELL Intervention Data  Teacher Observation	Below 65% on NYS Regents Exams  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day Programs  AIS Lab (Gr.12)	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation



Academic Intervention Services Mathematics Grades K-2					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
K	Pre-K Screening  Teacher Observation  Math Benchmark  iReady Math Diagnostic	Screening Observations  Performance below district achievement levels on Fluent Counting &/or One-to-One Correspondence  iReady performance below early on grade level  Teacher Recommendation	Classroom Teacher Support Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support  Pupil Personnel Support	Varied on the basis of individual need in full day K program	On/Above Grade Level Score on i-Ready  Teacher Recommendation
1	District Gr. K Benchmark Assessment  iReady Math Diagnostic  Teacher Observation	Level 1 or 2 on K Benchmark Assessment  iReady performance 2 or more below grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Performance meeting grade level target on iReady diagnostic  Teacher Recommendation
2	iReady Math Diagnostic  Teacher Observation	iReady performance 2 or more below grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Level 3 on District Gr. 2 Benchmark Testing  Performance meeting grade level target on iReady diagnostic  Teacher Recommendation

<b>Academic Intervention Services Mathematics Grades 3-5</b>					
<b>Grade Level</b>	<b>Assessment Measure</b>	<b>Indicators for Entry Consideration</b>	<b>Services Provided</b>		<b>Indicators for Exit Consideration</b>
			<b>Type</b>	<b>Frequency</b>	
<b>3</b>	<b>iReady Math Diagnostic</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on Gr. 2 Benchmark</b>  <b>iReady performance 2 or more below grade level</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 3</b>  <b>Performance meeting grade level target on iReady diagnostic</b>  <b>Teacher Recommendation</b>
<b>4</b>	<b>New York State Math 3 Score</b>  <b>iReady Math Diagnostic</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State Math 3</b>  <b>iReady performance 2 or more below grade level</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out Support</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 4</b>  <b>Performance meeting grade level target on iReady diagnostic</b>  <b>Teacher Recommendation</b>
<b>5</b>	<b>New York State Math 4 Score</b>  <b>i-Ready Math Diagnostic</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State Math 4</b>  <b>iReady performance 2 or more below grade level</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out Support</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 5</b>  <b>Performance meeting grade level target on iReady diagnostic</b>  <b>Teacher Recommendation</b>

Academic Intervention Services Mathematics Grades 6 -8					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
6	New York State Math 5 Score	Level 1 or 2 on New York State Math 5 Assessment	Classroom Teacher Support	Varied on the basis of individual need	Level 3 on New York State Math 6 Assessment
	iReady Math Diagnostic	iReady performance 2 or more below grade level	Combination Push-In and/or Pull-Out Support		Performance meeting grade level target on iReady diagnostic
	Teacher Observation	Teacher Recommendation	Extended Day Program Progress monitoring by Guidance		Satisfactory Report Card Grades Teacher Recommendation
7	New York State Math 6 Score	Level 1 or 2 on New York State Math 6 Assessment	Classroom Teacher Support	Varied on the basis of individual need	Level 3 on New York State Math 7 Assessment
	iReady Math Diagnostic	iReady performance 2 or more below grade level	AIS Lab Extended Day/ Year Program		Performance meeting grade level target on iReady diagnostic
	Teacher Observation	Teacher Recommendation	Progress monitoring by Guidance		Satisfactory Report Card Grades Teacher Recommendation
8	New York State Math 7 Score	Level 1 or 2 on New York State Math 7 Assessment	Classroom Teacher Support	Varied on the basis of individual need	Level 3 on New York State Math 7 Assessment or 65% or better on NYS Regents
	Teacher Observation	Report card grades	AIS Lab		Satisfactory Report Card Grades
		Teacher Recommendation	Extended Day/ Year Program Progress monitoring by Guidance		Teacher Recommendation

<b>Academic Intervention Services Mathematics Grades 9 – 12</b>					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
9	NYS Regents Exam  Teacher Observation	Below 65% on NYS Regents Exam  Report card grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring Guidance  Extended Day/Week/Year Programs	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation
10-12	NYS Regents Exams  Report Card Grades  Teacher Observation	Below 65% on NYS Regents Exams  Report card grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  --Extended Day/Week/Year Programs	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation

Academic Intervention Services Science Grades 5 – 12					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Provided		Indicators for Exit Consideration
			Type	Frequency	
5 -7	ELS Objective Score	Level 2 on ELS Objective Score  Teacher Recommendation	Teacher Support  Progress Monitoring/ Guidance	Varied on the basis of individual need	Satisfactory Report Card Grades  Teacher Recommendation
8	NYS Regents Exam  Report Card Grades  Teacher Observation	Below 65% on NYS Regents Exams  Failing Grades  Level 2 on ILS Objective Score  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress Monitoring/ Guidance  Extended Day Programs		65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation
9-12	NYS Regents Exams  Report Card Grades  ILS Objective Score  Teacher Observation	Below 65% on NYS Regents Exams  Failing Grades  Level 2 on ILS Objective Score  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress Monitoring/ Guidance  Extended Day Programs	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation