# 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.

Assessment Measures Pre-K/K Screening Rigby Assessment Administration Letter and Sound Identification Assessments	Indicators for Entry Consideration Screening Observations Below level 3 on Letter and Sound, Identification Assessment iReady	Type Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional	Provided  Frequency  Varied on the basis of individual need in full day K program	Indicators for Exit Consideration  Performance meeting district achievement levels on Rigby Assessment
Measures Pre-K/K Screening Rigby Assessment Administration Letter and Sound Identification	Indicators for Entry Consideration Screening Observations Below level 3 on Letter and Sound, Identification Assessment iReady	Type Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from	Frequency Varied on the basis of individual need in full day K	Consideration  Performance meeting district achievement levels on Rigby Assessment
Measures Pre-K/K Screening Rigby Assessment Administration Letter and Sound Identification	Entry Consideration Screening Observations  Below level 3 on Letter and Sound, Identification Assessment iReady	Type Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from	Frequency Varied on the basis of individual need in full day K	Consideration  Performance meeting district achievement levels on Rigby Assessment
Screening Rigby Assessment Administration Letter and Sound Identification	Observations  Below level 3 on Letter and Sound, Identification Assessment iReady	Teacher Support & / or Combination Push-In and/or Pull-Out Support from	basis of individual need in full day K	meeting district achievement levels on Rigby Assessment
iReady ELA Diagnostic Teacher	performance below early on grade level Teacher Recommendation	Specialist Pupil Personnel Support		(ongoing)  Performance meeting grade level target on iReady diagnostic  Teacher Recommendation
Observation 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
Rigby Assessment Administration  iReady ELA Diagnostic	Performance below district achievement levels on Rigby Assessment (ongoing)  iReady performance 2 or more below grade level  Teacher	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	Recommendation  Performance meeting district achievement levels on Rigby Assessment (ongoing)  Performance meeting grade level target on iReady diagnostic  Teacher
D TC RAA IFD	eacher Observation igby assessment administration Ready ELA viagnostic	Assessment (ongoing) iReady performance 2 or more below grade level  Teacher Recommendation  Performance below district achievement levels on Rigby Assessment (ongoing) iReady performance below district achievement levels on Rigby Assessment (ongoing) iReady performance 2 or more below grade level  Teacher	Assessment (ongoing) iReady performance 2 or more below grade level  Pupil Personnel Support from Instructional Specialist  Pupil Personnel Support  Pupil Personnel Support  Classroom Teacher Support & / or Combination  Ready ELA (ongoing)  Ready ELA (ongoing)  Ready ELA (ingonostic)  Ready performance 2 or more below grade level  Pupil Personnel Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel	Assessment (ongoing) iReady performance 2 or more below district achievement levels on Rigby Assessment (ongoing)  Ready ELA  Pull-Out Support from Instructional Specialist  Pupil Personnel Support  Classroom Teacher Support  Support & / or Combination  Ready ELA (ongoing)  Ready ELA (ongoing)  Ready ELA (iagnostic)  Ready performance 2 or more below grade level  Pupil Personnel Support from Instructional Specialist  Pupil Personnel Support from Instructional Specialist  Pupil Personnel Support from Instructional Specialist  Pupil Personnel Support

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

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

	Academic Intervention Services English Language Arts Grades 6 – 8					
Grade Level	Assessment Measure	Indicators for Entry Consideration	Services Pr Type	ovided Frequency	Indicators for Exit Consideration	
6	New York State ELA 5 Scores  iReady ELA Diagnostic  NYSESLAT / ELL Intervention Data  Teacher Observation	Level 1 or 2 on New York State ELA 5 Assessment iReady performance 2 or more below grade level Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support AIS Lab Progress monitoring/ Guidance Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Level 3 on New York State ELA Assessment  Performance meeting grade level target on iReady diagnostic  Satisfactory Report Card Grades  Teacher Recommendation	
7	New York State ELA 6 Score  iReady ELA Diagnostic  NYSESLAT / ELL Intervention Data  Teacher Observation	Level 1 or 2 on New York State ELA 6 Assessment  iReady performance 2 or more below grade level  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support  AIS Lab  Progress monitoring / Guidance  Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Level 3 on New York State ELA 7 Assessment  Performance meeting grade level target on iReady diagnostic  Satisfactory Report Card Grades  Teacher Recommendation	

8	New York State	Level 1 or 2 on New	Classroom	Varied on	Level 3 on New York
	ELA 7 Score	York State ELA 7	Teacher	the basis of	State ELA 8
		Assessment	Support	individual	
	NYSESLAT / ELL			need	Performance
	Intervention Data	iReady	AIS Lab		meeting grade
	:De malu FLA	performance 2 or	Dunk In		level target on
	iReady ELA Diagnostic	more below grade level	Push-In Assistance		iReady diagnostic
	Diagnosiic	level	Assisiurice		Teacher
	Teacher Observation	Teacher Recommendation	Progress monitoring / Guidance		Recommendation
			Extended Day Programs		

### **Academic Intervention Services English Language Arts** Grades 9 – 12 **Services Provided Indicators for Entry** Grade Assessment Indicators for Exit Level Measure Consideration Consideration Type Frequency Level 1 or 2 on New Classroom Varied on **New York State Satisfactory Report** 9 the basis of **ELA 8 Assessment** York State **Teacher Card Grades Assessments** Support individual score need **Teacher** NYSESLAT / ELL **Report Card Grades Departmental** Recommendation Intervention Data Support Sessions **Teacher Teacher** Recommendation Observation **Progress** monitoring/ Guidance Extended Day/ Week/ Year **Programs** 10 Report Card **Report Card Grades** Classroom Varied on **Satisfactory Report Grades Teacher** the basis of **Card Grades Teacher** Support individual NYSESLAT / ELL **Recommendation** need **Teacher** Intervention Data **Departmental** Recommendation Support Sessions **Teacher** Observation **Progress** monitoring/ Guidance Extended Day/ Week/ Year **Programs** 11/12 Report Card Below 65% on NYS Varied on Classroom 65% or better on **Grades NYS Regents** Regents Exams **Teacher** the basis of Support individual **NYS Regents Satisfactory Report Teacher** need Exams (Gr. 11) Recommendation Departmental **Card Grades** Support NYSESLAT / ELL Sessions **Teacher** Intervention Data Recommendation **Progress** Teacher monitoring/ Observation Guidance Extended Day **Programs** AIS Lab (Gr.12)

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

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

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

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

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