

Academic Intervention Services Plan

Effective September 1, 2014

Wantagh Union Free School District, Wantagh, New York 11793

Academic Intervention Services (AIS)

Definition

The Wantagh Union Free School District is located in Nassau County and has an approximate student enrollment of 3,500 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures, so that they may be successful in meeting the New York State Common Core Learning Standards.

Academic Intervention Services (AIS) are defined as additional instructional approaches and services which supplement the instruction provided in the general curriculum to assist students in meeting the NYS's learning standards. AIS can include guidance services, counseling, attendance assistance, study skills and/or services in the areas of English Language Arts, reading, mathematics, social studies and/or science.

Academic Intervention Services are intended to assist students who are at risk of not meeting the NYS learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on NYS assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided that such services are consistent with the student's individualized education program.

AIS District Planning Team

The Wantagh Union Free School District maintains a long-standing commitment to providing at-risk students with supplemental instruction designed to support students' academic development. The following personnel are instrumental in the review of this Academic Intervention Services plan:

Superintendent of Schools
Assistant Superintendent for Instruction
Principal, Wantagh High School
Assistant Principal, Wantagh High School
Principal, Wantagh Middle School
Assistant Principal, Wantagh Middle School
Principal, Mandalay Elementary School
Principal, Forest Lake Elementary School
Principal, Wantagh Elementary School
Director of Pupil Personnel Services
Assistant Director of Pupil Personnel Services
Director of Guidance
Director of ELA and K-12 Reading
Supervisor of Social Studies
Supervisor of Mathematics
Director of Science & Technology
Supervisor of Elementary
Supportive Education Teachers
School Psychologists
WUT President/General Education Teachers

Implementation and Training of Administrators

Academic Intervention Services training for Principals, Directors of Pupil Personnel Services, Guidance and core academic directors and supervisors continues to occur at Superintendent Cabinet meetings and at meetings held by the Assistant Superintendent for Instruction.

Data Analysis

Student data from State and local assessment instruments are reviewed regularly by the Assistant Superintendent for Instruction, principals, and academic directors and supervisors. Current and longitudinal data are also analyzed to identify trends, determine academic needs and to improve instruction.

Student Identification

The district has an ongoing system of student identification. This system begins with the State-mandated kindergarten-screening program that requires districts to screen all new entrants for possible learning deficits and/or special education needs. Kindergarten screening is conducted by a team that includes the building principal, psychologist, a kindergarten teacher, a reading teacher, a speech language teacher and other support personnel when appropriate. In addition, all new entrants are screened to determine if they need academic intervention support services.

The district monitors students' literacy progress in kindergarten through grade two using procedures outlined in the State's Early Literacy Profile and the STAR assessment. Literacy skills in grades 3-8 are assessed using multiple measures such as standardized tests, criterion-referenced tests and classroom performance. In grades 3-5, the STAR assessment continues to be used.

The district monitors students' mathematical progress using multiple grade-level math assessments. Mathematical skills in all grades are assessed using multiple measures such as standardized tests, criterion-referenced tests and classroom performance.

Multiple measures (such as State assessments, portfolios, diagnostic assessments, and teacher recommendations) are also used to determine if Academic Intervention Services are necessary in social studies and science.

All buildings have in place a Child Study Team and/or Instructional Support Team that include the building administrators, school psychologist, support personnel and teachers. The team makes recommendations relative to those AIS services which would appropriately address students' needs.

Review of Present Instructional Services

- Current instructional services include the following:
- K-12 Supportive reading and English language arts
 - K-12 English as a Second Language
 - K-12 Special education services as per the CSE/IEP
 - K-12 Psychological services
 - K-12 Extra help (supported by all athletic coaches)
 - 2-8 Supportive mathematics
 - 6-8 AIS (English)
 - 6-8 AIS (Math)
 - 6-8 Advisory program
 - 6-12 Guidance services
 - 9-12 English writing conferences/labs
 - 9-12 Mathematics labs
 - 9-12 Science, and social studies intervention as needed

Parents are notified of the AIS recommendation for their child through respective school building personnel such as their teacher or guidance counselor.

Academic Intervention Plan

Standardized tests, the Early Literacy Profile, performance assessments, commercial assessments, statewide tests, portfolios, informal reading inventories, final exams, benchmarks, teacher and parent recommendations, report card grades, attendance records, interim reports and psychological reports are considered as part of the assessment of a student's needs.

	Potential Assessment Instruments	Possible Entry Indicators for AIS Services	Type of AIS Services Available	Potential Exit Indicators
Kindergarten	<ul style="list-style-type: none"> ▪Kindergarten Screening (DIAL 3) ▪Review of Records (ROR) ▪STAR Early Literacy 	<ul style="list-style-type: none"> ▪Kindergarten Screening 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Psychologist ▪School Nurse ▪Extra Help 	<ul style="list-style-type: none"> ▪ On grade level performance
1 st Grade	<ul style="list-style-type: none"> ▪Early Literacy Profile ▪Informal Reading Inventory (IRI) ▪ Review of Records (ROR) ▪STAR Early Literacy ▪STAR Reading ▪Uniform Assessment of Readiness Skills 	<ul style="list-style-type: none"> ▪ “Emergent” level or below on Early Literacy Profile ▪ Below grade level performance 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Extra Help ▪Psychologist ▪School Nurse 	<ul style="list-style-type: none"> ▪ On grade level performance

	Potential Assessment Instruments	Possible Entry Indicators for AIS Services	Type of AIS Services Available	Potential Exit Indicators
2 nd Grade	<ul style="list-style-type: none"> ▪District Math Assessment ▪Early Literacy Profile ▪IRI ▪Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Supportive Math ▪Extra Help ▪Psychologist ▪School Nurse 	<ul style="list-style-type: none"> ▪On grade level performance
3 rd Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪IRI ▪NYS ELA ▪NYS Math ▪Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Supportive Math ▪Extra Help ▪Psychologist ▪School Nurse 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment
4 th Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪IRI ▪NYS ELA ▪NYS Math ▪Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Level 1 or 2 on NYS English Language Arts and/or Math Assessment 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Supportive Math ▪Extra Help ▪Psychologist ▪School Nurse 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment
5 th Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪IRI ▪NYS ELA ▪NYS Math ▪Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Level 1 or 2 on NYS ELA and/or Math Assessment and/or Science Assessment 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Supportive Math ▪Extra Help ▪Psychologist ▪School Nurse 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment
6 th Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪Ekwall Reading Inventory/DRA 2 ▪NYS ELA ▪NYS Math ▪Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Level 1 or 2 on NYS ELA and/or Math Assessment 	<ul style="list-style-type: none"> ▪Supportive Reading ▪Supportive Math ▪Extra Help ▪Psychologist ▪Guidance Counselor ▪Advisory ▪School Nurse 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment

	Potential Assessment Instruments	Possible Entry Indicators for AIS Services	Type of AIS Services Available	Potential Exit Indicators
7th Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪Course benchmarks ▪Ekwall Reading Inventory/DRA 2 ▪NYS ELA ▪NYS Math ▪ Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Level 1 or 2 on NYS ELA and/or Math Assessment 	<ul style="list-style-type: none"> ▪Advisory ▪Extra Help ▪Guidance Counselor ▪Psychologist ▪School Nurse ▪Supportive Math ▪Supportive Reading 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment
8 th Grade	<ul style="list-style-type: none"> ▪Classroom Reading Assessments ▪Course benchmarks ▪Ekwall Reading Inventory/DRA 2 ▪NYS ELA ▪NYS Math ▪ Review of Records (ROR) ▪STAR Reading ▪Terra Nova 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Level 1 or 2 on NYS ELA and/or Math Assessment 	<ul style="list-style-type: none"> ▪Advisory ▪Extra Help ▪Guidance Counselor ▪Psychologist ▪School Nurse ▪Supportive Math ▪Supportive Reading 	<ul style="list-style-type: none"> ▪On grade level performance ▪Level 3 or 4 on NYS ELA or Math Assessment
Grades 9-12	<ul style="list-style-type: none"> ▪Midterms/finals, Regents exams ▪ Review of Records (ROR) ▪Woodcock Reading Mastery G/H Test 	<ul style="list-style-type: none"> ▪Below grade level performance ▪Below State reference point on NYS English, Math, Science, and/or Social Studies Regents/Assessments 	<ul style="list-style-type: none"> ▪AIS support labs in: English, Math, Social Studies, Science ▪Extra Help ▪Guidance Counselor ▪Psychologist ▪School Nurse ▪Social Worker ▪Supportive Reading 	<ul style="list-style-type: none"> ▪On grade level performance ▪Passing required State and local exams

Funding

Local funds will be used to support AIS along with Title I funds when available.

Monitoring, Evaluation and Review

Monitoring student progress is an ongoing process. The building principal is responsible for the monitoring of progress of the students in his or her building.

The building principal in conjunction with the appropriate support staff shall determine the level of Academic Intervention Services necessary for each of the students at Level 1 and 2.

The district Academic Intervention Services plan shall be reviewed periodically as research is conducted and best practices and resources become available.

Parental Notification and Involvement

The parent(s) of the student will be notified in writing by the principal of the school that his or her child attends that AIS services will be provided. This notification shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.

The commencement of services notification will include:

- A summary of the Academic Intervention Services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Parents shall be notified in writing of the termination of Academic Intervention Services. Such notice shall be provided in English and translated when appropriate.

School personnel will maintain ongoing communication with parents of students receiving Academic Intervention Services. Parents will be provided with opportunities at least once a semester to meet with their child's classroom teacher and/or any other personnel providing AIS services and receive reports on student progress three times a year at the elementary level and quarterly at the middle and high school level.

Teachers and AIS service providers will share information with parents on ways to improve their child's performance and monitor their child's progress.

Recordkeeping

Cumulative Record

A student's performance on State assessments, as well as any AIS services provided to the student, shall be kept as part of the student's cumulative record.

Notification

A copy of the parent notification relative to the child's need for Academic Intervention Services and how/when these services will be delivered will be kept as part of the student's cumulative record. Further, a copy of the letter to the parent that indicates that the child is no longer in need of these services shall also be kept in the cumulative record.

At the elementary level, the cumulative record of students in AIS programs will also contain documentation (parent signature) of parent-teacher conference attendance.