

**RIVERHEAD CENTRAL SCHOOL DISTRICT**

**ACADEMIC INTERVENTION SERVICES PLAN**

**FOR**

**STUDENTS IN KINDERGARTEN THROUGH GRADE 12**

**2019-2020/2020-2021**

## **ACADEMIC INTERVENTION SERVICES**

The Riverhead Central School District, located in Suffolk County, has an enrollment of approximately 5600 students. The Board of Education in the Riverhead Central School District is committed to success for all students. For those students in need of academic support, an Academic Intervention Services Plan is adopted which includes two components.

Additional teaching, the first component, will be provided to supplement classroom instruction. Secondly, student support services will be offered to help young people overcome barriers to satisfactory academic performance. This program is intended for students in grades K - 12 who are in need of additional support.

The Plan, following State Education Department Regulations, will provide assistance to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. The ultimate goal is to prepare all students to satisfy graduation requirements.

### Introduction

This Academic Intervention Services Plan is adopted for the 2019-2020 and 2020-2021 school years. Academic Intervention Services means additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students in meeting the NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, and social studies and 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 individuals.

All school districts must have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. As per the New York State Education Department, school districts may continue to provide a Response to Intervention (RtI) program, instead of, or in addition to, an Academic Intervention Services (AIS) program to eligible students in other grades and subjects other than K-4 reading based on the requirements of sections 100.2(ee)(7) and 100.2(ii) of the Commissioner's Regulations.

### 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. Kindergarten screening is conducted by a team that may include the building principal, psychologist, reading specialist, math specialist, speech language teacher, English as a Second Language teacher, and other support personnel when appropriate.

The district monitors each student's literacy progress beginning in kindergarten. Literacy skills in grades K-8 are assessed using a variety of methods that may include standardized tests, criterion-referenced tests, formative assessments, the Teachers College Benchmark Assessment and classroom performance. Benchmarking using STAR Renaissance assessments is administered to students in grades K – 6. Benchmarking using i-Ready assessments is administered to students in grades 7-8.

Mathematical skills in grades K-8 are assessed using multiple measures that may include the following: standardized tests, criterion-referenced tests, math module assessments, formative assessments and classroom performance. Benchmarking using STAR Renaissance assessments is conducted with students in grades K – 4. Benchmarking using i-Ready assessments is conducted with students in grades 5-8.

Multiple measures (such as state assessments and/or criterion-referenced tests, diagnostic assessments, subject area formative assessments teacher recommendations) are also used to determine if Academic Intervention Services are necessary in social studies and science.

In grades 9-12, student progress is monitored using New York State Regents exams, local tests and assessments, and classroom performance as shown on quarterly, midterm, final exams, and report card grades.

All new entrants are screened to determine if they need academic intervention support services. All schools have in place an Instructional Support Team that includes its building administrators, school psychologist, support personnel and teachers. The team makes recommendations as to which AIS services best meet the needs of each identified student.

Eligibility: Any student who scores below the designated performance levels on elementary, intermediate and commencement level state assessments in English language arts, mathematics, social studies or science will be considered to receive Academic Intervention Services.

State Assessments: Regents examinations as well as other State tests, including ELA 3-8, Math 3-8, Science 4, Science 8 and the New York State English as a Second Language Achievement Test (NYSESLAT) will be used as a form of criteria when determining the need for Academic Intervention Services.

Determination of Need/Evidence of Progress: No one criterion will determine that services commence or be discontinued.

Findings of need or evidence of achievement require more examples of student performance. The following information will be considered:

- Diagnostic Assessments
- Anecdotal Records
- Report Card Grades
- Local Final Examinations
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, mobility issues, family issues
- Attendance Records

Range of Academic Intervention: The intensity of service will be determined based on individual need, and may incorporate one or more of the following:

- Co-teaching
- Differentiated Instruction
- Small Group Instruction
- Reading/Writing and Math Support Services
- Special Education Referral
- Summer School
- Academic Monitoring

Range of Support Services: Coordination of services, based on individual need, could include:

- Attendance Intervention/Monitoring
- Discipline Intervention/Monitoring
- Family-related Assistance
- Health-related Assistance
- Speech and Language Assistance
- OT/PT Assistance
- Mobility/Transfer Assistance
- Instructional Support Team Assistance

#### Procedure

The process used to identify, implement, and evaluate students will be consistent. The program however, will be age appropriate; therefore, the guidelines will vary from grade to grade and school level (elementary, middle school and high school).

All students who score below the cut score on a New York State assessment will be considered to receive Academic Intervention Services unless otherwise indicated by New York State Education Department.

The Plan, which appears on the following pages, provides information in chart form. For each grade, four columns are identified: Determination Criteria, AIS Services, and Exit Criteria. This format enables the professional staff to identify objective criteria to determine eligibility, identify a plan of action and enable a student to complete the intervention plan. The criteria for terminating AIS will relate directly to the determination criteria or be the result of an IST determined progress monitoring plan. The Instructional Support Team may decide that an individual student should continue to receive services for a specified amount of time, although the screening criteria have been exceeded.

#### Funding

Federal, state and local funding will be used to support AIS.

#### Monitoring, Evaluation, Biennial Review

Monitoring student progress is an ongoing process. The building principal, in conjunction with

the Instructional Support Team, is responsible for monitoring the progress of the pupils in his/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.

The next review of the district Academic Intervention Services plan shall take place in the spring of the 2020-2021 school year and shall be reviewed biennially following that review.

#### Record Keeping

A record of the student's performance on State assessments shall be kept as part of the student's cumulative record.

A record of what Academic Intervention Services a student receives shall be a part of the student's cumulative record.

A copy of the parent notification that a child is in need of Academic Intervention Services and when these services will be offered will be kept in the student's cumulative record folder as well as a copy of the letter to the parent indicating that the child is no longer in need of these services.

#### Parental Notification and Involvement

The parent(s) or the person in parental relation to the student will be notified in writing by the principal of the school that the student attends that his/her child will be receiving AIS. 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

New York State Education Law dictates that a school district has the authority and responsibility to place students in appropriate academic programs during the regular school day, and this includes placement in an academic intervention services program or RTI program.

Parents shall be notified in writing of the termination of Academic Intervention Services. Such notices shall be provided in English and translated when appropriate. Ongoing communication with school personnel shall be provided to parents of the students receiving Academic Intervention Services.

All parents shall be made aware of an informational meeting held annually at their child's school, at which an overview of the AIS Program will be presented. Parents of students receiving AIS will be invited to attend this meeting; however parents of any student in the school may also attend.

Grade	Screening Instruments	AIS Services	Exit Criteria Multiple measures will be used, such as
Kgn.	<ul style="list-style-type: none"> <li>● Kindergarten Screening (Dial 4)</li> <li>● STAR Assessments (Winter/Spring)</li> <li>● Teachers College Benchmark Assessment</li> <li>● Teachers College Concepts of Print</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSITELL</li> <li>● Student Home-Language Survey</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> </ul> <p style="margin-top: 20px;">*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<p>The type and intensity of service will be determined based on individual need.</p> <p><u>Range of Services</u></p> <ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments (Winter/Spring)</li> <li>● Teachers College Benchmark Assessment</li> <li>● Teachers College Concepts of Print</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Screening Instruments	AIS Services	Exit Criteria Multiple Measures will be used, such as
1st	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessment</li> <li>● Teachers College Concepts of Print</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSITELL</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> </ul> <p>*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<p>The type and intensity of service will be determined based on individual need.</p> <p><u>Range of Services</u></p> <ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in and/or Pull-out Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments (Winter/Spring)</li> <li>● Teachers College Benchmark Assessment</li> <li>● Teachers College Concepts of Print</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Screening Instruments	AIS Services	Exit Criteria Multiple measures will be used, such as
2nd	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessment</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSITELL</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> </ul> <p>*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<p>The type and intensity of service will be determined based on individual need.</p> <p><u>Range of Services</u></p> <ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in and/or Pull-out Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessment</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Screening Instruments	AIS Services	Exit Criteria Multiple measures will be used, such as
3rd	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessment</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSITELL</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> </ul> <p>*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<p>The type and intensity of service will be determined based on individual need.</p> <p><u>Range of Services</u></p> <ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in and/or Pull-out Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessment</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Screening Instruments	AIS Services	Exit Criteria Multiple measures will be used, such as
4th	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● Teachers College Benchmark Assessments</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Words Their Way Assessment</li> <li>● NYSITELL</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● NYS Grade 3 ELA &amp; Math Assessments</li> </ul> <p>*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<p>The type and intensity of service will be determined based on individual need.</p> <p><u>Range of Services</u></p> <ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in and/or Pull-out Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments (ELA)</li> <li>● i-Ready Assessments (Math)</li> <li>● Teachers College Benchmark Assessments</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Words Their Way Assessment</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● NYS Grade 4 ELA &amp; Math Assessments</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Initial Screening	AIS Services	Exit Criteria Multiple measures will be used, such as
5th 6th	<ul style="list-style-type: none"> <li>● STAR Assessments</li> <li>● i-Ready Assessments</li> <li>● Teachers College Benchmark Assessments</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Words Their Way Assessment</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● NYS Grade ELA &amp; Math Assessments</li> <li>● NYS Grade 4 Elementary Science Test</li> </ul> <p>*Response to Intervention Guidelines as outlined in the Riverhead School District RtI Plan will be followed to determine placement in services.</p>	<ul style="list-style-type: none"> <li>● Individualized Instruction</li> <li>● Differentiated Instruction</li> <li>● Small Group Instruction</li> <li>● Push-in and/or Pull-out Services</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Assessments (ELA)</li> <li>● i-Ready Assessments (Math)</li> <li>● Teachers College Benchmark Assessments</li> <li>● Informal Assessments (Running Records, Anecdotal Notes)</li> <li>● On Demand Writing Assessment</li> <li>● Words Their Way Assessment</li> <li>● NYSESLAT</li> <li>● Classroom Performance Data</li> <li>● Math Unit Assessments</li> <li>● NYS Grade ELA &amp; Math Assessments (Level 3 or Level 4 Performance)</li> <li>● Instructional Support Team recommendation based upon formal &amp; informal data</li> </ul>

Grade	Initial Screening	AIS Services: I & II	Exit Criteria Multiple measures will be used, such as
7 - 8	<ul style="list-style-type: none"> <li>● Student report card</li> <li>● NYS Grade 4 Elementary Science Test</li> <li>● NYS ELA Assessment</li> <li>● NYS Math Assessment</li> <li>● i-Ready Assessments</li> <li>● Math Module Assessments</li> <li>● Classroom Performance Data</li> <li>● NYSESLAT</li> </ul>	<p>The type and intensity of service will be determined based on individual need</p> <p><b>ELA and/or Social Studies</b>            ELA X Classes            Social Studies Support</p> <p><b>Math and/or Science</b>            Math X Classes            Science Support</p>	<ul style="list-style-type: none"> <li>• Student report card</li> <li>• Level 3 or Level 4 performance on NYS Grade 8 Science assessment</li> <li>• Level 3 or Level 4 performance on the NYS Grade 6- 8 Test in ELA</li> <li>• Level 3 or Level 4 performance on the NYS Grade 6- 8 Test in Mathematics</li> <li>• i-Ready Assessments</li> </ul>

Grade	Initial Screening	AIS Services	Exit Criteria Multiple measures will be used, such as
9-12	<p><b><u>English Language Arts</u></b></p> <ul style="list-style-type: none"> <li>• NYS Grade 8 ELA assessment</li> <li>• Fail English Regents</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• NYS Grade 8 Math Assessment</li> <li>• Fail Algebra Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Summer School</li> <li>• AIS Classes</li> <li>• Extra Help</li> </ul>	<ul style="list-style-type: none"> <li>• Report card grade improvement noted with teacher recommendation</li> <li>• Passing the ELA Regents</li> <li>• Passing the Algebra Regents</li> </ul>
9-12	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• Failing Global History Regents</li> <li>• Failing U.S. History Regents</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Not meeting proficiency on NYS Intermediate Level Science assessment</li> <li>• Failing required Science Regents</li> </ul> <p>Report card grades</p> <ul style="list-style-type: none"> <li>• Classroom performance</li> <li>• Local final exams</li> <li>• Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues, family issues</li> <li>• Attendance records</li> <li>• Recommendations by classroom teacher, counselor, administrator, parent, school staff/Child Study Team</li> <li>• NYSESLAT</li> </ul>	<ul style="list-style-type: none"> <li>• Summer School</li> <li>• AIS Classes</li> <li>• Extra Help</li> </ul>	<ul style="list-style-type: none"> <li>• Report card grade improvement noted with teacher recommendation</li> <li>• Passing Regents exams in both Global History and U.S. History</li> <li>• Passing Regents exam in Science</li> </ul>

