

**VALLEY STREAM UFSD THIRTEEN
VALLEY STREAM, NEW YORK**



Academic Intervention Services

**District Plan
2014-2015**

Valley Stream UFSD Thirteen
Academic Intervention Services

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Valley Stream UFSD Thirteen
Academic Intervention Services

TABLE OF CONTENTS

Mission Statement	1
Introduction	1
Definition of Academic Intervention Services	1
Intensity of Services	3
Explanation of Eligibility and Exit Criteria	4
Description of Services	5
Parental Notification and Involvement	6
Monitoring Student Progress	6
District Entrance and Exit Criteria for Academic Intervention Services	
English Language Arts K-1	7
English Language Arts 2-5	8
English Language Arts 6	9
Math 3-5	10
Math 6	10
Definition of Terms	11
NYS Education Department Regulations	11

Valley Stream UFSD Thirteen
Academic Intervention Services

Mission Statement

Valley Stream’s mission statement states: “Through the efforts of home, school, and community, the schools of Valley Stream UFSD Thirteen enable students to become independent, responsible, self-confident and motivated towards lifelong learning. To this end the school district offers its entire community of learners a varied and challenging curriculum in a nurturing environment that is conducive to teaching and learning. Children are expected to consider important ideas, to master basic skills, to develop keen problem-solving skills, to develop social responsibility and to set high personal goals. Children become literate in the traditional sense, as well as in the areas of technology, science and mathematics.”

Introduction

The Valley Stream UFSD Thirteen’s Academic Intervention Services (AIS) Plan was developed to meet the requirements of Section 100.2ee (Revisions to the Commissioner’s Regulations). School districts are required to provide instructional and student support services to help students achieve the New York State learning standards.

Definition

Academic Intervention Services are defined as additional instructional services that supplement regular classroom instruction and/or student support services designed to help students achieve the New York State learning standards. Academic Intervention Services are direct services intended to assist students who are identified as being at risk of not achieving the New York State learning standards in English Language Arts and Mathematics in grades K-6 and in Social Studies and Science in grades 4-6. In addition the services are provided to those students who are identified as being at risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments. Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment.

- Level 1:** The student has not met academic standards, has serious academic problems and needs extra help.
- Level 2:** The student has not met the academic standards, has some academic problems and needs extra help.
- Level 3:** The student has met the academic standards.
- Level 4:** The student exceeds the standards and is moving toward high performance.

All students who score at Levels 1 and 2 *must* receive Academic Intervention Services. To ensure that existing support services, including AIS and Title I compensatory services remain relevant and appropriate as New York implements the CCLS, the Board of Regents directed the State Education Department to develop proposed amendments to the Commissioner's Regulations to provide flexibility to districts in the provision of Academic Intervention Services at the February 10, 2014 meeting.

Accordingly, at the September 15, 2014 Board of Regents meeting, the State Education Department recommended that the Board of Regents approve amendments to regulations that require that districts provide Academic Intervention Services to students scoring below the following scale scores on the 2014 Grade 3-8 English Language Arts and Mathematics assessments:

- Grade 3 English Language Arts, a scale score of 299
- Grade 4 English Language Arts, a scale score of 296
- Grade 5 English Language Arts, a scale score of 297
- Grade 6 English Language Arts, a scale score of 297

- Grade 3 Mathematics, a scale score of 293
- Grade 4 Mathematics, a scale score of 284
- Grade 5 Mathematics, a scale score of 289
- Grade 6 Mathematics, a scale score of 289

The services for a particular student should vary in intensity based on the student's needs, as measured by state assessments and other information about the student's performance. In addition the plan must address barriers to student progress including attendance problems, discipline problems, family related problems, health related issues, nutrition related issues and mobility/transfer related issues.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

Valley Stream UFSD Thirteen
Academic Intervention Services

Intensity of Services

Intensity of service defines which services the student will receive based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services for a longer duration and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service. The intensity of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district.

Frequency of services will be based on the level of intensity of services and IST recommendation.

Number of times per week - (One - Two - Three or Four - Daily)

Amount of time per session - (Few minutes - Half hour - Entire period - Double period)

Degree of individualization

In class -- Large Group (10-15) -- Small Group (5-8) -- Mini Group (2-4) -- One-on-One

The following information is included in this Academic Intervention Services Plan:

- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress

As per New York State Education Department Regulations, the plan will be revised biannually.

Valley Stream UFSD Thirteen
Academic Intervention Services

Eligibility Criteria

Specific circumstances automatically qualify a student for Academic Intervention Services:

- Students who score at or below the designated performance scale scores for their grade level on elementary, intermediate and commencement-level New York State assessments in English Language Arts, mathematics, and science;
- Students who are at risk of not meeting New York State standards as indicated through district-adopted procedures;
- Students in grades K-2 who lack reading readiness; or
- Limited English Proficient (LEP)/English Language Learners (ELL) who do not achieve the annual performance standards.

To ensure that existing support services, including AIS and Title I compensatory services remain relevant and appropriate as New York implements the CCLS, the Board of Regents directed the State Education Department to develop proposed amendments to the Commissioner's Regulations to provide flexibility to districts in the provision of Academic Intervention Services at its February 10, 2014 meeting.

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- Grade 5 English Language Arts, a scale score of 297
- Grade 6 English Language Arts, a scale score of 297

- Grade 3 Mathematics, a scale score of 293
- Grade 4 Mathematics, a scale score of 284
- Grade 5 Mathematics, a scale score of 289
- Grade 6 Mathematics, a scale score of 289

In addition the district will use *multiple measures* to determine student eligibility for Academic Intervention Services. These multiple sources may include, but are not limited to:

Special Education

Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students. Academic Intervention Services are provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

Exit Criteria

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets one or more of the requirements outlined in this document.

Description of Services

The following services could include but are not limited to:

- Extra period(s)/time during the regular school day
- Within class staff that reduces student-teacher ratio
- Before and after school sessions
- Extra help by classroom teacher
- Consultant services
- Monitoring

All Academic Intervention Services are provided by certified, highly-qualified teachers.

Valley Stream UFSD Thirteen
Academic Intervention Services

Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of their children. The district is committed to establishing a strong partnership with parents to ensure academic success for all students.

The parent/guardian will be notified in writing by the building principal that the student requires Academic Intervention Services. This notice will be translated, where appropriate, into the native language of parents. Other forms of communication may be necessary (e.g., for the visually impaired).

This commencement notification will include:

- the reason the student requires such services; and
- a summary of the services to be provided.

When services are to be discontinued, the parent/guardian of the student will be notified in writing. This notice will:

- include the criteria used for terminating the service; and
- indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the district and school. Parents **may not** refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

Monitoring Student Progress

At a minimum the school will provide parents/guardians with the following:

- Reports on the student's progress at least once per trimester;
- Opportunity to consult with the student's regular classroom teacher(s) and other professional staff providing Academic Intervention Services, at least once per semester during the regular school year; and
- Strategies to use with their child to improve achievement.

Valley Stream UFSD Thirteen
Academic Intervention Services

GRADES K-1

Grade Level	Entrance Criteria	Exit Criteria
K	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Indicators for the Assessment of Learning (DIAL-4) Northwest Evaluation Association (NWEA) Teacher Recommendation	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Indicators for the Assessment of Learning (DIAL-4) Northwest Evaluation Association (NWEA) Teacher Recommendation
1	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Reading Association (DRA) Benchmark Assessment System (BAS) Teacher Recommendation	Dynamic Indicators of Basic Early Skills (DIBELS) Northwest Evaluation Association (NWEA) Teacher Recommendation

Valley Stream UFSD Thirteen
Academic Intervention Services

GRADES 2-5
ENGLISH LANGUAGE ARTS

Grade Level	Entrance Criteria	Exit Criteria
2	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Reading Association (DRA) Benchmark Assessment System (BAS) Northwest Evaluation Association (NWEA) Teacher Recommendation	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Reading Association (DRA) Benchmark Assessment System (BAS) Northwest Evaluation Association (NWEA) Teacher Recommendation
3	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Reading Association (DRA) Benchmark Assessment System (BAS) Northwest Evaluation Association (NWEA) Teacher Recommendation	Dynamic Indicators of Basic Early Skills (DIBELS) Developmental Reading Association (DRA) Benchmark Assessment System (BAS) Northwest Evaluation Association (NWEA) Teacher Recommendation
4	New York State ELA (Scale Score below 299) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State ELA (Scale Score at or above 299) Northwest Evaluation Association (NWEA) Teacher Recommendation
5	New York State ELA (Scale Score below 296) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State ELA (Scale Score at or above 296) Northwest Evaluation Association (NWEA) Teacher Recommendation

Valley Stream UFSD Thirteen
Academic Intervention Services

GRADE 6
ENGLISH LANGUAGE ARTS

Grade Level	Entrance Criteria	Exit Criteria
6	New York State ELA (Scale Score 297) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State ELA (Scale Score at or above 297) Northwest Evaluation Association (NWEA) Teacher Recommendation

Valley Stream UFSD Thirteen
Academic Intervention Services

GRADES 3-6
MATH

Grade Level	Entrance Criteria	Exit Criteria
3	Teacher Recommendation District Developed Math Assessment Northwest Evaluation Association (NWEA)	Teacher Recommendation District Developed Math Assessment Northwest Evaluation Association (NWEA)
4	New York State Math (Scale Score below 293) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State Math (Scale Score at or above 293) Teacher Recommendation Northwest Evaluation Association (NWEA)
5	New York State Math (Scale Score below 284) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State Math (Scale Score at or above 284) Teacher Recommendation Northwest Evaluation Association (NWEA)
6	New York State Math (Scale Score below 289) Northwest Evaluation Association (NWEA) Teacher Recommendation	New York State Math (Scale Score at or above 289) Teacher Recommendation Northwest Evaluation Association (NWEA)

Valley Stream UFSD Thirteen
Academic Intervention Services

New York State Education Department Regulations Definition

<http://www.emsc.nysed.gov//part100/pages/1001.html#g>

Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services. These may include guidance, counseling, attendance and study skills which are needed to support improved academic performance provided that such services shall not include services provided to students with limited English proficiency, pursuant to Part 154 of this Title or special education services and programs as defined in Education law, section 4401(1) and (2). Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English Language Arts, mathematics, social studies and/or 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 students provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.

Requirements for Students in Grades K-3

<http://www.emsc.nysed.gov//part100/pages/1002.html>

Schools shall provide Academic Intervention Services to students in kindergarten to grade three when such students:

- are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
- are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English Language Arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible Limited English Proficiency or possible disability pursuant to Part 117 (diagnostic screening of new entrants) of this Title.