



Valley Stream UFSD Thirteen

Academic Intervention Services (AIS) Plan

2022-2023

Dr. Judith LaRocca, Superintendent

BELIEFS

We believe that:

- All children can learn at the highest levels;
- Teaching and learning should be differentiated and child-centered;
- Social and emotional learning is critical to the learning process;
- We should have challenging learning experiences for all educators and children;
- Children learn best by constructing a new understanding of their relationship to the world around them (i.e., constructivist approach); and
- Children should become lifelong learners and well prepared for post-secondary life experiences.

MISSION

The Valley Stream Union Free School District Thirteen offers our life-long learners a robust curriculum through the partnership of home, school and community. We expose our children to important literature and ideas, to master fundamental skills and develop problem-solving and critical thinking skills. We promote social responsibility encouraging students and staff to set high personal goals.

VISION

Valley Stream Union Free School District Thirteen will treat each and every child as a scholar to be prepared to meet the challenges of their future.

GOALS

High Quality Curriculum and Instruction

The Valley Stream Union Free School District Thirteen will develop and implement a high-quality curriculum, instruction and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Valley Stream Union Free School District Thirteen community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving. We will seek districtwide expertise and insights to realize immeasurable achievement gains for educators and students.

Systems Thinking

The Valley Stream Union Free School District Thirteen will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional and operational goals. Every student and educator will meet and exceed local and national measures of achievement.

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.

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

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.

Criteria

We will identify students using a district developed procedure which utilizes multiple measures. The intensity of services will vary, as AIS is designed to respond to each student's individual academic needs.

For Kindergarten, 1st and 2nd grades

Step 1 – Review NWEA Assessment Results RIT Score (latest available) – Any student scoring below the 35th percentile

Step 2 – Review student's scores on multiple measures of performance in order to determine which students will ultimately receive AIS. These measures include:

- DIAL (Kindergarten) Overall screening decision is Potential Delay
- DIBELS Below benchmark or well below benchmark for grade level
- Curriculum-related ELA and mathematics assessments (Superkids/Math in Focus)
- Classroom performance/student work samples

For Grades 3 – 6

Step 1: All students performing below the median scale score between L2 and L3 on the ELA or mathematics state assessment shall be considered for AIS. **NOTE:** Due to COVID-19, NYS Assessments were modified in 2020-2021, therefore services will be determined by using multiple measures as outlined in Step 2. Intervention services may be adjusted due to COVID-19 impacts on the instructional program for 2022-2023.

Step 2: Review student's scores on multiple measures of performance in order to determine which students will ultimately receive AIS. These measures will include:

- NWEA Assessment Results RIT Score (latest available) – Any student scoring below the 35th percentile (Step 1 for children who do not have NYS Assessment results)
- Fontas & Pinell – Any student who scores in the Does Not Meet Expectations: Needs Intensive Intervention Level for their grade level (see F & P chart)
- Curriculum-related ELA and mathematics assessments
- Classroom performance/student work samples

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. This may include:
Number of times per week
Amount of time per session
Degree of individualization

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

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;

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- 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
- Information on ways to work with their child to improve achievement.

Indicators for Determining AIS for Literacy (ELA)

Grades	Name of Assessment Instrument(s) and procedure(s) for administration	Entrance Criteria Step 1	Entrance Criteria Step 2
K, 1, 2 Tier II	NWEA	RIT Below 35%	<ul style="list-style-type: none"> • Curriculum-related mathematics assessments from Superkids/Wonders • Classroom performance/student work samples
K, 1, 2 Tier III	NWEA	One year or below grade level equivalent, previous AIS service, teacher recommendation	
New entrants in Grades K,1,2 Tier II	DRA - 1, 2 NWEA	One year or below grade level equivalent	RIT Below 35%
3,4,5,6 Tier II	NYS ELA Assessment NWEA	Level 1 or 2 (or state determined cut score) RIT Below 35%	<ul style="list-style-type: none"> • Curriculum-related mathematics assessments from Wonders program • Classroom performance/student work samples
3,4,5,6 Tier III	NWEA	One year or below grade level equivalent, previous AIS service, teacher recommendation	
New entrants in Grades 3,4,5,6 Tier II	DRA – 3,4,5,6 NWEA (where possible) NYS ELA Assessment	One year or below grade level equivalent RIT Below 35% Level 1 or 2 (or state determined cut score)	

Descriptions of AIS for Literacy (ELA)

Grade(s)	Description of Services	Services To Be Provided	Exit Indicators
		Frequency/Duration	
K, 1, 2 Tier II	Supportive Reading (Support Reading Teacher)	5x a week 20/25 minutes (or equivalent)	NWEA RIT 35% or above
K Tier III	Supportive Reading-LLI (Support Reading Teacher)	5x a week 30 minutes	NWEA Rit 35% or above, teacher recommendation, meeting grade level proficiency
1,2 Tier III	Supportive Reading-LLI (Support Reading Teacher)	5x a week 40 minutes	NWEA Rit 35% or above, teacher recommendation, meeting grade level proficiency
3,4,5,6 Tier II	Supportive Reading (Support Reading Teacher)	3x a week 40 minutes	NWEA RIT 35% or above
3,4,5,6 Tier III	Supportive Reading-LLI/Wilson (Support Reading Teacher)	5x a week 50 minutes	NWEA Rit 35% or above, teacher recommendation, meeting grade level proficiency

Indicators for Determining AIS for Mathematics

Grade(s)	Name of Assessment Instrument(s) and procedure(s) for administration	Entrance Criteria Step 1	Entrance Criteria Step 2
3,4,5,6	NYS Math Assessment	Level 1 or 2 (or based on NYS recommended cut score)	<ul style="list-style-type: none"> • NWEA RIT score below 35% • Curriculum-related mathematics assessments from Math in Focus program • Classroom performance/student work samples

Descriptions of AIS for Mathematics

Grade(s)	Description of Services	Services To Be Provided		Exit Indicators
		Frequency	Duration	
3,4,5,6	Supportive Math (Supportive Math Teacher)	2x a week	40/50 minutes	NWEA RIT 35% or above, teacher recommendation

Indicators for Determining AIS for Science: Grades 4-6

Grade(s)	Name of Assessment Instrument(s) and procedure(s) for administration	Entrance Criteria
Grade 4	NYS Science Assessment	Level 1 or 2
Grade 5 & 6	Student Performance on science projects and examinations	Teacher recommendation together with building IST

Descriptions of AIS for Science: Grade 4-6

Grade(s)	Description of Services	Services To Be Provided		Exit Indicators
		Frequency	Duration	
Grade 4 - 6	Support in Science with Classroom/Reading/Special Education Teachers	1x a week	30 minutes	Most recent 4th grade NYS Science Assessment – student achieves Level 3 or 4 OR teacher recommendation together with building IST

Indicators for Determining ESL: Grades K-6

Grade(s)	Name of Assessment Instrument(s) and procedure(s) for administration	Entrance Criteria
Grade K-6	NYSITELL	State Cut Scores

Descriptions of AIS for ESL: Grade K-6

Grade(s)	Services To Be Provided	Exit Indicators
K – 6 Beginning	ESL – 360 minutes per week	NYSESLAT Proficient
K – 6 Intermediate	ESL – 360 minutes per week	NYSESLAT Proficient
K – 6 Advanced	ESL –180 minutes per week and reading services as needed	NYSESLAT Proficient

Support Service Profile

Support Services	How Assessed	Intervention/Staff and Timelines
Attendance	Students noticed to have poor attendance by classroom teacher (absent 25% or more of school days in any marking period) should be referred to building IST	Social Worker, Principal, or Nurse will follow-up with family and appropriate community resources
Lateness	Students deemed to have excessive lateness (25% or more of school days in any marking period) will be referred to building IST	Social Worker, Principal, or Nurse will follow-up with family and appropriate community resources
Emotional/Behaviors	Students with significant emotional or behavioral concerns should be referred to the building IST, especially following a suspension	Social Worker/Psychologist will follow-up by providing short-term crisis intervention, for out of school suspension the psychologist will create a Behavior Improvement Plan. Providing support to the classroom teacher, or providing or making referrals to appropriate community agencies. A referral to CSE should also be made if appropriate.
Speech	<p>Informal Speech Screening indicating non-developmental articulation/language disorders</p> <p>Grade 1-6: Speech problems not significantly affecting academic performance</p>	<p>Speech Teacher - Kindergarten: 2x/week for 30 minutes for multiple articulation disorders and significant consonant substitutions-</p> <p>Speech Teacher - 1x/week for 30 minutes</p>

Parent Letter (Sample)

Dear Parent/Guardian,

Your child _____ is eligible to receive Academic Intervention Services during the 2017-2018 school year. The reason your child is eligible for these services is based on a set of guidelines that look at results from the New York State assessments and/or district NWEA scores. These guidelines also consider prior student work.

Your child will be participating in the subject area of:

_____ English Language Arts with _____

_____ Mathematics with _____

The importance of providing Academic Intervention Services to your child is to give him/her additional support to develop the skills required to meet the New York State Learning Standards for their grade level.

If you have any questions about this program or your child’s progress, please feel free to communicate with your child’s teacher or the support teacher.

Please sign the bottom portion of this letter and return it to school as soon as possible.

Sincerely,

Principal

Please return this sheet to your child’s classroom teacher

Child’s Name _____

Classroom Teacher’s Name _____

I acknowledge that my child will participate in the above Academic Intervention Services program.

Parent/Guardian Signature _____

ACADEMIC INTERVENTION SERVICE PROGRESS REPORT SAMPLE

Date:

To the Parents/Guardians of:

The New York State Education Department requires that schools provide academic intervention services (AIS) to assist students in meeting the New York State Standards in English Language Arts, Mathematics, Social Studies and Science. Earlier this year you were notified that your child was to receive AIS services in the area(s) of: ***Reading***

Summary and Recommendations:

As always, we encourage your involvement in this process by supporting your child at home. If you have any questions, please feel free to contact me.

Sincerely,

Progress Monitoring Service Provider

Parent/Guardian Signature

Exit Letter Sample

Date

Dear Parents/Guardian:

Your child, _____, has been receiving instruction in Literacy, on a regular basis, with **teacher**, a Reading Specialist.

We have recently evaluated your child's progress and due to their success in meeting grade level standards your child has been exited from the program. We are proud of your child's achievements and progress in reading and will continue to monitor them in their classroom setting.

Please feel free to communicate with your child's teacher, or Reading Specialist, if you have any questions.

Very truly yours,

Principal