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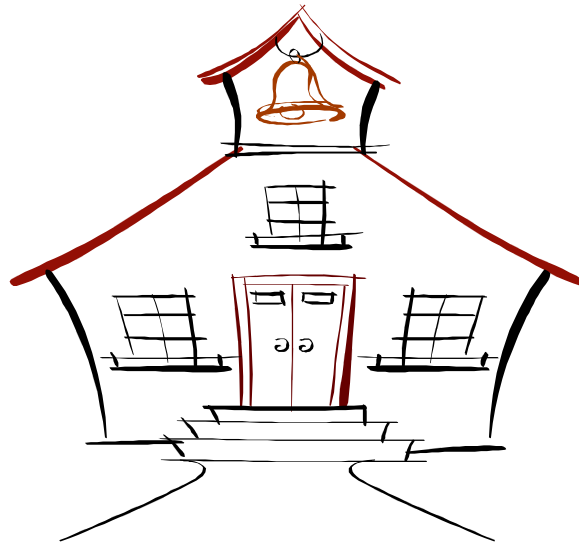
ACADEMIC INTERVENTION

SERVICE PLAN

for the

Averill Park Schools

Approved by the
Averill Park Board of Education
July 11, 2006

2006 – 2008

ACADEMIC INTERVENTION SERVICE PLAN

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ACADEMIC INTERVENTION SERVICE PLAN

SECTION I: INTRODUCTION

Academic Intervention Services are intended to supplement instruction provided by the general curriculum and to assist students in meeting the State Learning Standards. This additional support will be provided utilizing a variety of strategies. 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 identified as not meeting designated performance levels. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with the student's individualized educational program.

The Averill Park Central School District, located in Rensselaer County just 15 minutes east of Albany, has an enrollment of approximately 3,500 students. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on data analysis ("root cause analysis") of multiple measures so that they may be successful in meeting the New York State Learning Standards.

The following district description of Academic Intervention Services (AIS) includes criteria for eligibility, and two components of AIS:

> ➢ Differentiated instruction that supplements the general curriculum (regular classroom instruction); and/or
> ➢ Student support services needed to address barriers to improved academic performance

Services may be provided in English Language Arts and mathematics in grades K-12, and in science and social studies in grades 5-12.

SECTION II:
 PROCESS USED TO DETERMINE AIS NEED – CRITERIA FOR ELIGIBILITY

📁 Review State Assessments
- Students in Grades 3-8 will be considered for AIS if:
  - ➤ They score below Designated Performance Level on Elementary or Intermediate State assessments in ELA – Mathematics – Science – Social Studies.
- Students in Grades 9-12 are eligible if:
  - ➤ Scoring below the approved passing grade on any Regents exam required for graduation in ELA – Mathematics – Science – Social Studies.

📁 Review Locally Developed Assessments
In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State Standards, according to criteria established by the district. The district procedures will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

The following local criteria will be used in determining eligibility:
- Classroom-based Measures:
  - ➤ Diagnostic assessments
  - ➤ Early Reading/Literacy Assessments
  - ➤ Subject Skill, Concept, Knowledge Assessments
  - ➤ Assessment Portfolios

📁 Review Tests of Technical Quality
- Tests of Demonstrated Technical Quality:
  - ➤ Texas Primary Reading Inventory (Grades K – 2)
  - ➤ Standardized, Norm-Referenced Tests (Above Grade 3)
  - ➤ Standardized Criterion Referenced Tests
  - ➤ Other Valid, Reliable Assessments

📁 Review Classroom Performance
- Participation, class work, homework
- Report Card Grades
- Student Performances/Demonstrations
- Student Records

📁 Review Pupil Personnel Needs

SECTION III: COMPONENTS OF AIS

📂 Additional Instruction
- Extra time for focused instruction
- Staffing/scheduling to increase student-teacher instructional contact time

📂 Intervention Strategies to enhance student performance
- Differentiated instructional methods
- Modified student performance products

📂 Student Support Services
- Guidance
- Counseling
- Study skills
- Attendance improvement
- Health/Wellness
- Referral for community agency support as eligible
- Limited English Proficiency (LEP)/English Language Learner (ELL) services
- Advisory

📂 Determining Eligibility
- Performance determined by data that:
  - Places student at risk of <u>not meeting</u> State Learning Standards – need AIS.
  - Indicates student <u>likely to meet</u> State Learning Standards – no longer needs AIS.

SECTION IV:
ACADEMIC AND SUPPORT SERVICES PROVIDED BY THE DISTRICT

The Averill Park Central School District will provide Academic Intervention Services (AIS) in the area of academic deficiencies. Decisions related to the frequency, intensity, duration and method of service will be based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work in collaboration in making appropriate educational decisions for all students.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved benchmarks. Additionally, Limited English

Proficient (LEP) /English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved criteria
- Staffing implications, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS

Ongoing oversight, monitoring and review will be conducted by the building Child Study Teams, the building principals, the Curriculum Council, the Assistant Superintendent for Curriculum & Instruction, and the Board of Education.

POSSIBLE RANGE OF ACADEMIC INTERVENTION

- Scheduling options including additional class time (extended courses)
- Co-teaching (blended classrooms)
- Individualized Instruction
- Small Group Instruction
- Computer Assisted Instruction Labs
- Early Intervention
- Educationally Related Support Services
- Student Learning Profiles
- Before-school, after-school or summer programs (parental approval)
- Alternative Education Placement

COORDINATION OF SERVICES, BASED ON INDIVIDUAL NEED, COULD INCLUDE:

- Attendance Concerns
- Discipline Concerns
- Family-related Issues
- Health-related Issues
- Nutrition-related Issues
- Mobility/transfer Issues

Additionally, in appropriate circumstances, students in grades K-12 may be referred to one or more outside agencies for additional support and/or assistance.

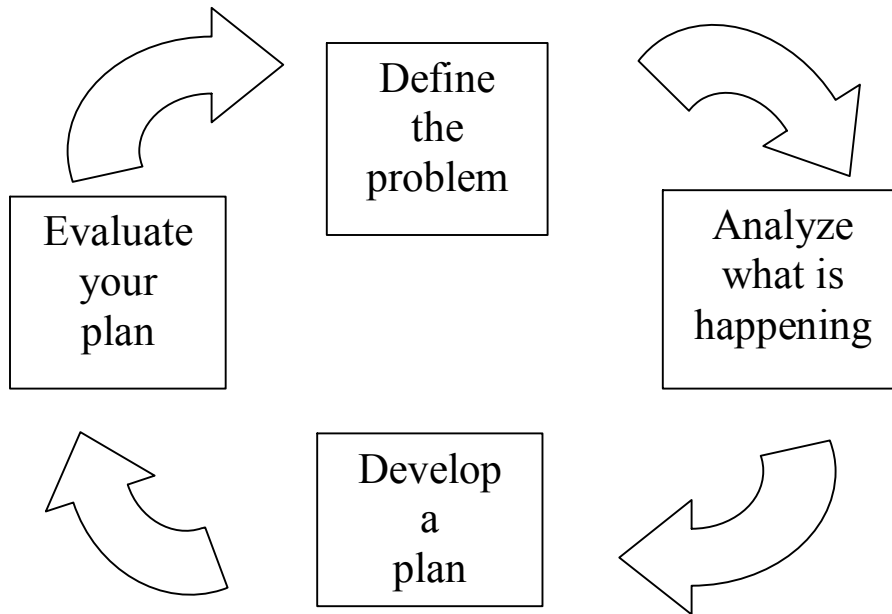<u>CURRENT AIS EFFORTS ADDRESSING NYS STANDARDS WHICH WILL BE CONTINUED</u>

1) Computer Software Programs that support skill building and acquisition of concepts
2) ELA "Workshops" (Grades 9-12)
3) Math Help Rooms (Grades 6-12)
4) Science AIS sessions (9-12)
5) Social Studies AIS sessions (9-12)
6) Study Skills training – Grades 6-8. Proper use of assignment book, test taking skills, note taking, and a variety of other techniques are taught and reinforced.
7) Reading 180 and Reading Seminar (grades 6-8)
8) AIS Writing Lab (grade 6)
9) Grade 6-8 Summer School Academy including Team Building Program
   - Highly motivating hands-on experience providing different experiences than during their previous year's experience.
   - Focus on study skills team building and academic content.
10) Elementary Summer School Academic Intervention Services – ELA & Math
   - Academic Intervention Service program in ELA and mathematics for students K-5 who are determined to be at risk based on grade level benchmark assessment, teacher referral, and overall academic performance.
11) High School Summer School Program
   - Conduct an academic summer school program.
   - Academic intervention for the following courses: English, Social Studies, Math, Science, Foreign Language, and Health
   - This state-approved summer school will allow students to gain credit for courses failed during the school year.
12) CARES Program (**C**ooperation **A**nd **R**esponsibility **E**quals **S**uccess)
   - Offered at Algonquin Middle School.
   - An extended day program from 2:30 – 5:00 p.m. three days per week for students (program conducted T, W, R).
   - Program would provide help to students in their academic areas to provide support in areas of deficiency.
   - Student participation would be determined on a quarterly basis depending on student academic support needs.

13) Elementary AIS - ELA
- Targeted K-3 early intervention by a highly qualified teacher
14) Strengthening Families Program
- Evening workshop series designed to involve students and their parents as they work together to help students in the learning process.
- The workshop will focus on study skills such as:
  - Time management
  - Organizational skills
  - Preparation for tests
  - Homework completion
- The target audience may include students exhibiting poor time management; poor quality homework; poor organizational skills; poor preparation for tests.

NEW PROGRAMS PROPOSED TO BE EFFECTIVE SEPTEMBER 2006

- AIS Math – to be implemented at the middle school

- Elementary Intervention Specialist to work with building level Child Study teams to consult and problem solve around students' learning and behavioral needs.

- Intense specialized reading instruction intervention for students in grade 2 and beyond who continue to have decoding/word reading difficulty

- Speech and language for improvement to children with weak articulation skills in kindergarten

- Speech and language consult to regular education teachers to support literacy instruction

- Home programs to enhance behavioral, language, gross, fine, and sensory motor skills for children who may need additional exposure and practice in these skills.

- Building level multi-disciplinary AIS teams will be formed to develop plans to meet the needs of diverse learners using the following model:

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            Define
             the
           problem

Evaluate                    Analyze
  your                     what is
  plan                    happening

            Develop
               a
             plan
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- ♦ AIS Teams will address the following tasks:
- ♦ Identify barriers to student success within building, grade levels, and curriculum areas
- ♦ Develop hypotheses about why students are having difficulty
- ♦ Catalog existing resources, strategies, and methods for meeting diverse student needs
- ♦ Create multi-tiered model of support services with entrance and exit criteria (RTI)
- ♦ Identify ongoing staff development needs
- ♦ Evaluate the effectiveness of the team's work

SECTION V:
CRITERIA FOR BEGINNING, CONTINUING AND ENDING SERVICES

BEGINNING

See Section II: Process Used to Determine AIS Need – Criteria for Eligibility.

CONTINUING

Student progress reports will document the progress of all students receiving AIS. Student AIS reports will be sent to parents, at least quarterly, to describe the nature and intensity of the service provided, how the service was provided and by whom, and the reason for continuation or discontinuation of Academic Intervention Services.

ENDING

Academic Intervention Services will end when the student has successfully attained the district standards according to state and/or district criteria.

SECTION VI: PLAN FOR PARENTAL CONTACT AND INVOLVEMENT

PROCEDURES FOR PARENT NOTIFICATION
The building principal (or designee) will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the Standards will be stated.

Parents will also be kept apprised of their child's progress through written reports, parent conferences and/or consultations, and will be given suggestions for working with the student at home. The teacher or support staff person providing AIS services to the student will be responsible for the above-required communications with parents.

When AIS is discontinued, the parent will be notified in writing that the services will be ending, and the criteria for ending services.

SECTION VII: PROVISION FOR MANAGEMENT AND COORDINATION OF SERVICES *(Record keeping, timelines, roles and responsibilities, monitoring, etc.)*

DATA ANALYSIS
Student data from state and local assessment instruments are reviewed regularly by the district leadership team. Current and longitudinal data are also analyzed to determine academic needs and inform instruction.

PROCESS AND TIMELINE
Academic Intervention Services may start any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

Monitoring of student progress is ongoing. The building principal is responsible for monitoring and documenting the progress of the students in his/her building.

See Section VI: Plan for Parental Contact and Involvement for additional responsibilities for roles and responsibilities.

Proposed goals for 2006 – 2008

- 📂 Utilize Prism Group feedback to gain consistency and effectiveness among elementary Child Study Teams

- 📂 Reauthorization of IDEA 2004 and 2006 Part 200 regulations in-service at building faculty meetings

- 📂 Recruitment and training for membership on building level AIS team

- 📂 Staff development on AIS, Differentiated Instruction, and Response to Intervention

- 📂 Present district AIS mission, goals, and procedures @ faculty meetings

- 📂 Customize AISM software to improve longitudinal student record keeping