

**JAMESVILLE-DEWITT  
CENTRAL SCHOOL DISTRICT**

**ACADEMIC INTERVENTION SERVICES  
AND  
RESPONSE TO INTERVENTION PLAN**

**July 1, 2018 – June 30, 2019**

Approved by the Board of Education –

Jamesville-DeWitt School District  
Description of New York State Mandated  
Academic Intervention Services

**Section 1: Introduction**

Academic Intervention Services means additional/alternative instruction and/or student support services which supplement the instruction provided in the general curriculum to assist students in meeting the State learning standards. State mandated 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 that qualify for English as a New Language services and for students with disabilities. AIS will be made available for 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 student's individualized education program.

The Jamesville-DeWitt School District, located in Onondaga County, has a student enrollment of approximately 3,000 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 Learning Standards.

The next three sections of the plan describe the Academic Intervention Services programs at the three levels; K-4, 5-8, and 9-12. For each level, criteria for selection, intervention options, and exit criteria are detailed. Reading at the K-4 level utilizes a Response to Intervention Model. The model is outlined in this plan. The last section (Section V) describes the parental notification, timeline for services, and student progress reporting requirements that are followed by all three levels.

**Section II: ELEMENTARY LEVEL-Response to Intervention (RTI) Programs and Procedures**

<b>RTI TIER</b>	<b>Criteria For Selection and screening measures</b>	<b>Intervention Options</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Teacher identified deficiencies in any or all learning procedures, reading competency, and/or math skills and application</li> <li>• Teacher Data (Classroom Performance, Report Cards)</li> <li>• NYS Test scores (if available)</li> <li>• DIBELS or STAR Screening measures or other nationally-normed Early Literacy or Math Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-to-one teacher support</li> <li>• Differentiation in the Classroom (monitoring)</li> <li>• Coordination of non-academic support services</li> <li>• Frequent, regular, and documented progress monitoring</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Pupil Services Team (PST) Review</li> <li>• Teacher identified deficiencies in any or all learning procedures, reading competency, and/or math skills and application</li> <li>• DIBELS/STAR benchmark score in Strategic or Intensive range</li> <li>• End-of-unit ELA, Mid-Module, and End-of-module math assessments</li> <li>• Student score below the 35 NCE or on a nationally-normed assessment</li> <li>• A student shall receive Academic Intervention Services if he or she scored below the State designated performance level on one or more of the NYS assessments in English/language arts or mathematics</li> </ul>	<p>Determined by PST and may include:</p> <ul style="list-style-type: none"> <li>• Small group and/or one-to-one pull-out support with Reading Specialist</li> <li>• Push-In Support</li> <li>• Coordination of non-academic support services</li> <li>• Reinforcement of targeted goals</li> <li>• Computer Assisted Instruction</li> <li>• Frequent, regular, and documented progress monitoring</li> </ul>
<b>3</b>	<p>Special Education criteria outlined in C.R. 200</p> <ul style="list-style-type: none"> <li>• CSE Referral</li> <li>• Assessment for Special Education Eligibility (Determined by CSE and School Psychologist per C.R.200)</li> </ul>	<p>Determined by CSE</p> <ul style="list-style-type: none"> <li>• Special Education Services (If qualified)</li> <li>• Implementation of IEP Goals and Services</li> <li>• Frequent, regular, and documented progress monitoring</li> </ul>

**ELEMENTARY LEVEL K-4 READING**  
**RESPONSE TO INTERVENTION**  
**PROGRAM AND PROCEDURE FLOW CHART**

**TIER 1: Universal Interventions**

**Audience:** All settings, all students  
**Purpose:** Preventative, proactive  
**Strategies:** Standard Screening for all new students (*using DibelsNext, STAR Reading, or other comparable measure*)  
**Strategies:** Universal Progress monitoring K-4 (*using DibelsNext, STAR Reading, or other comparable measure*)

SAMPLE STRATEGIES: Small Group, Individualization, Differentiated Instruction, Task modification

DOCUMENTATION: Teacher records

PROVIDER: Classroom Teacher

**PST REVIEW (After documented interventions fail to sustain satisfactory results)**

**TIER 2: Secondary Interventions**

**Audience:** Some Students – At Risk  
**Purpose:** Possible AIS enrollment  
**Strategies:** High efficiency, rapid response interventions  
**Strategies:** Formally Documented Interventions  
**Strategies:** Periodic Progress monitoring of specific interventions

SAMPLE STRATEGIES: Small Group, Individualization, Differentiated Instruction, Task modification, Pull-out AIS Services, Push-in AIS services, use of specific researched interventions (LLI, FastForWord, etc.)

DOCUMENTATION:

Classroom Teachers: On paper using approved form documents

AIS Teacher: Online using RTIm Direct

PROVIDER(S): AIS Teacher, Classroom Teacher

**PST REVIEW (After documented interventions fail to sustain satisfactory results)**

**CSE REVIEW (To assess eligibility for Special Education Services)**

**TIER 3: Special Education Interventions**

- **Assessment for Special Education eligibility**
- **Implementation of IEP**
- **Continued frequent and individualized progress monitoring**

SAMPLE STRATEGIES: Individually outlined in IEP

DOCUMENTATION:

Special Education Teacher and PPS Personnel: Online using IEP Direct

PROVIDER(S): Special Education Teacher, Classroom Teacher

## **Description of Intervention Options for Elementary Students (K-4)**

**Differentiation in the Classroom (monitoring)** - For those students who are not significantly below the expected standard, individual needs will be identified and targeted goals set. These needs will be met within the structure of the regular education classroom through differentiation of instruction. In this situation, the regular education classroom will fulfill the duties of the primary service provider.

**Small group and one-to-one pull out** - Students will receive support from academic intervention services staff (teacher and/or teaching assistant) in a designated location outside of the regular education classroom. Students will meet either in small group or one-to-one with the staff member and will receive support from 3 to 5 days a week for a period of 30-60 minutes each. In language arts, the model for intervention will utilize recommendations from nationally accepted, research based interventions. In all subjects, diagnostic assessments will be utilized throughout this support to identify and correct areas of deficiency.

**Push-In-** The push-in model may be used for students who are showing marginal deficiencies and in danger of not meeting the standards. Two teachers or a teacher and a teaching assistant work together in a classroom with a cluster of AIS students to collaboratively deliver AIS services within the classroom setting. The decision to utilize the push-in model is based on the principal's determination that a student does not need a more intense, and more disruptive, pull out model to successfully exit AIS.

**Computer Assisted Instruction** - Computer assisted instruction will utilize a variety of software and web-based programs depending on the student's particular area of weakness. Computer assisted instruction will be utilized under the supervision of an AIS staff member. Computer assisted instruction may be used as part of another intervention.

**Elementary Before-School Program** - The district has used a before school program for students in need of academic intervention services in grades 3 and 4.

### **Exit Criteria**

Response to Intervention Services (RTI) will end when the student successfully attains the goals established by the teacher and the PST outlined in the student's individualized RTI plan. This information may be documented through State assessments, local assessments and locally administered external assessments, and/or documentation of student work. All students must receive Academic Intervention Services for one semester before they are eligible to exit the program.

**Section III: Middle School Programs and Procedures (grades 5-8)**

Grade Level	Criteria for Selection	Intervention Options
<p><b>5-8</b></p>	<p>A student shall receive Academic Intervention Services if he or she scored below the State designated performance level on one or more of the NYS assessments in English/language arts, mathematics, or science.</p> <p>A student shall be considered for AIS if he or she scored between a level 2/partially proficient and a level 3/proficient on one or more of the NYS assessments in English/language arts, mathematics, or science and,</p> <ul style="list-style-type: none"> <li>• Is reading below grade level as measured by STAR Reading Assessment (ELA only)</li> <li>• The writing portfolio is evaluated using State provided rubrics and shows the student is not meeting grade level writing standards (ELA only)</li> <li>• Math test scores are below 70% on grade level end-of-unit common assessments (Math only)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation in the Classroom (monitoring)</li> <li>• Scheduling options including additional class time</li> <li>• Computer-Assisted Instruction</li> <li>• Push In Support</li> <li>• Individualized Instruction</li> <li>• Small Group Instruction</li> <li>• Coordination of student support services</li> </ul>

## **Description of Intervention Options for Middle Level Students (5-8)**

**Differentiation in the Classroom (monitoring)** - For those students who are not significantly below the expected standard, individual needs will be identified and targeted goals set. These needs will be met within the structure of the regular education classroom through differentiation of instruction. In this situation, the regular education classroom will fulfill the duties of the primary service provider.

**Scheduling options including additional class time** - A student's schedule can be "packed" to include additional ELA or math instruction under the provisions of the "reduce but not eliminate" clause of the Commissioner's Regulations.

**Computer Assisted Instruction** - Computer assisted instruction will utilize a variety of software and web-based programs depending on the student's particular area of weakness.

**Push-In Support** - The push-in model may be used for students who are showing marginal deficiencies and in danger of not meeting the standards. Two teachers work together in a classroom with a cluster of AIS students to collaboratively deliver AIS services within the classroom setting.

**Individualized Instruction** - Under the supervision of the AIS program manager, students work on targeted skills both in and outside the regular classroom environment.

**Small Group Instruction** - Students will receive support from academic intervention services staff (teacher and/or teaching assistant) in a designated location outside of the regular education classroom. Students will meet either in small group or one to one with the staff member and will receive support from every other day to every day.

**Extended Day Instruction** - Some students stay after school to receive additional support

**Coordination of student support services** - School counselors work to coordinate services to address concerns that include, but are not limited to attendance, discipline, health, nutrition, or mobility.

### **Exit Criteria**

Academic Intervention will end when a student successfully attained the district or NYS standards that were used as criteria for beginning services. This information may be documented through State assessments, local common assessments, locally administered external assessments, and/or documentation of student work. All students must receive Academic Intervention Services for one semester before they are eligible to exit the program.

**Section IV: High School Programs and Procedures**

Grade	Subject Area	Criteria for Selection	Intervention Options
<b>9</b>	English / Language Arts	<ul style="list-style-type: none"> <li>• Scored below the State designated performance level on the NYS assessment in English/language arts</li> <li>• Counselor recommendation</li> <li>• 8<sup>th</sup> grade ELA Teacher Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Integrated Co-teaching</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Scored below the State designated performance level on the NYS assessment in math</li> <li>• Counselor recommendation</li> <li>• 8<sup>th</sup> grade math Teacher Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Algebra Lab</li> <li>• Applied Math</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Scored below the State designated performance level on the NYS assessment in science</li> <li>• Counselor Recommendation</li> <li>• Math 8 Scores below the standard</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Earth Science Lab</li> <li>• Applied Earth Science</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Counselor Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Global Studies</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>



Grade	Subject Area	Criteria for Selection	Service Options
<b>10</b>	English / Language Arts	<ul style="list-style-type: none"> <li>• NYS ELA Grade 8 Test Scores below 3</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS English Lab</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Algebra Course Grade (Below 70%)</li> <li>• Algebra Regents Exam Grade (Below 65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Geometry Lab</li> <li>• In-class Monitoring</li> <li>• Summer School for remediation</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Earth Science Regents Exam Grade (Below 65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Biology Lab</li> <li>• In-class monitoring</li> <li>• Summer School for remediation</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Global 9 Course Grade (Below 70%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Global History</li> <li>• In-class monitoring</li> <li>• Summer School for remediation</li> </ul>

Grade	Subject Area	Criteria for Selection	Service Options
<b>11</b>	English / Language Arts	<ul style="list-style-type: none"> <li>• Course Grades (Below 70%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Geometry Course Grade (Below 70%)</li> <li>• Geometry Regents Exam Grade (Below 65%)</li> <li>• Algebra Regents Score below (65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>

	Science	<ul style="list-style-type: none"> <li>• Regents Examination Score (Below 65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Global History &amp; Geography Regents Exam Score (Below 65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>

Grade	Subject Area	Criteria for Selection	Service Options
<b>12</b>	English / Language Arts	<ul style="list-style-type: none"> <li>• ELA Regents Exam Score (Below 65%)</li> <li>• Counselor Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Regents Exam Score (Below 65%)</li> <li>• Counselor Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Regents Exam Score (Below 65%)</li> <li>• Counselor recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Regents Exam Score (Below 65%)</li> <li>• Counselor Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Lab</li> <li>• Summer School for remediation</li> <li>• In-class monitoring</li> </ul>

## **Goal of Academic Intervention Services**

The primary goal of AIS at J-D High School is to prepare students for the core academic Regents examinations. AIS programming is geared to support students to meet the standards measured on the five core examinations.

## **Exit Criteria for AIS**

Students are considered ready to exit AIS programming at J-D High School upon the successful completion of the core Regents examination for which they were prepared. Students who wish to earn a Regents Diploma are required to score a 65 or above on the core examinations. If a student scores in the 55-64 Local Diploma range, he or she will have the option to continue AIS in order to meet the Regents Diploma requirements. Identified students who successfully completed a Regents Competency Test (RCT) can exit AIS services.

Teachers and counselors can look at a range of indicators when making a decision whether or not a student should exit from AIS programming. The indicators should include course grade, overall average, student schedule, student program options, and other factors that may indicate student progress.

## **Program Definitions**

**AIS Laboratory** - Students are assigned to a specific class in which they receive support services. The curriculum of the class is designed to help students achieve success on the specific assessment.

**Differentiation in the Classroom (Monitoring)** - Students who are not significantly below the standard score and who have demonstrated success within the classroom will be scheduled for monitoring. The regular education teacher is the primary service provider. Teachers will meet the needs of these students by differentiating instruction in the classroom.

**Push-in Support** - A teaching assistant or special education teacher supports students, especially resource students, in class. The teaching assistant or teacher helps students to decode or understand the subject material being delivered by the content area teacher

**Summer School** - Students can repeat a course and retake a required Regents examination through the summer school program provided by BOCES

**Science and Social Studies AIS Sections** - freshman and sophomore students who are identified by teacher recommendation or the 8<sup>th</sup> grade examination as qualifying for AIS in social studies or science are assigned to specific sections in Earth Science, Biology, and Global History & Geography. They are standard, credit-bearing classes; however, the curriculum in each class is modified to provide students with the basic material and information they need in order to meet the Regents examination standards.

## **Section V: Districtwide Procedures**

### **Process and Timeline**

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

### **New Entrants**

Students who transfer into Jamesville-DeWitt from out of state will undergo a thorough AIS screening process. If any generally recognized standardized scores indicate achievement less than Stanine 4 or NCE35, or if the student scores below the designated proficiency level on their home state assessment, the student will be given additional assessments to determine eligibility.

### **Procedures for Parent Notification**

The building principal 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 the quarterly written reports, parent conferences or consultations, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

### **Student Progress Report**

Quarterly progress reports will be sent to parents describing the nature and intensity of services provided, how the service was provided and by whom, and the reasons for continuation or discontinuation of the AIS, including state assessment data and the measures of evidence used in the district procedure.