

## Middle Country Central School District Academic Intervention Services Plan

Academic Intervention Services (AIS) are defined as services which are designed assist students who are at risk of not achieving the Common Core State Standards in English language arts, mathematics, social studies and/or science. These services shall be made available to students with disabilities on the same basis as non-disabled students, provided that such services shall be consistent with the students' individualized education program.

These services include the following components:

- Additional instruction that supplements the general curriculum; and/or
- Student support services needed to address barriers to improved academic performance.

All buildings have a Student Support Team in place which includes a building administrator, school psychologist, general or special education teacher, referring teacher, parents, and additional personnel as deemed appropriate. Based upon multiple measures, this team may also determine the need for AIS services.

### Criteria for Eligibility

- All new entrants' academic records will be screened to determine if there is a need for academic intervention and/or support services.
- Students in grades K-2 will be eligible for AIS based on their performance on the district's ELA and Math benchmark assessments which are designed to determine reading readiness, comprehension skills and math competency respectively. Additional measures will include classroom performance and teacher observations. Students receive these services through the Middle Country Central School District's Response to Intervention (RTI) model.
- Students in grades 4 through 8 are eligible for AIS if they score at levels 1 or 2 or below the NYS determined cut score on any of the New York State assessments and the district's ELA and Math benchmark assessments which are designed to determine reading and math competency skills respectively. Additional measures will include classroom performance and teacher observations.
- Students in grades 9 –12 will be eligible for AIS if they score below the passing grade of 65 % on any Regents examination required for graduation in ELA, mathematics, science or social studies.

### Commencement of Services

Academic Intervention Services may start at any time deemed necessary, but will begin no later than the beginning of the semester following a determination that such services are needed. The service(s) will continue until a student's performance meets or exceeds the State designated performance level on the next State assessment; or the student is shown to be likely to meet or exceed the State designated performance level on the next State assessment through classroom/subject area achievement on district-selected assessments and/or through teacher recommendation.

### **Funding Sources**

Federal, state, and local funding will be used to support the delivery of Academic Intervention Services.

### **Student Support Services**

When a student who is already meeting state standards exhibits behaviors that put him/her at risk for not meeting state learning standards in the future, student support services such as guidance and or counseling services may be provided.

### **Monitoring and Review of Plan**

The process of monitoring student progress is ongoing. The building principal is responsible for monitoring the progress of the students in his/her school. He/she is further responsible for communicating his/her findings to the appropriate service providers.

The MCCSD Academic Intervention Plan will be continually reviewed by a cross-section of elementary and secondary teachers, support staff, and administrators. It will be revised based on the most recent available student performance data.

### **Record Keeping**

The following information will be maintained at the building level as part of each student's cumulative record folder:

- A record of the student performance on state assessments.
- Local assessments used to determine eligibility at the elementary level will also be kept on file.
- A copy of parent notification letters related to academic intervention services.
- A copy of the parent notification that a child is in need of academic intervention services and when these services will be offered.
- A copy of the letter to the parent that indicates that their child is no longer in need of Academic Intervention Services.

### **Parent Notification**

The parent or guardian will be notified in writing that his/her child will be receiving AIS. The commencement of services notification will include:

1. A summary of the services to be provided to the student
2. The reason the student needs such services
3. The consequences of not achieving expected performance levels

Parents will be notified of the ending of the academic intervention services when appropriate. Additionally, parents will also be afforded ongoing communication with school personnel. Opportunities, such as parent conferences, for consultation with the student's regular classroom teacher(s) and other professional staff providing academic intervention services will be provided as deemed necessary and/or at parent request.

**Academic Intervention Services  
English Language Arts  
Grades K – 2**

Grade Level	Assessment Measures	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
K	<p>Pre-K/K Screening</p> <p>Rigby Assessment Administration</p> <p>Letter/Sound Assessment</p> <p>Concepts of Print Assessment</p> <p>Fundations Probes</p> <p>Teacher Observation</p>	<p>Screening Observations</p> <p>Below level 3 on Letter/Sound, Concepts of Print and/or Letter Recognitions Assessments</p> <p>Teacher Recommendation</p>	<p>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support from Instructional Specialist</p> <p>Pupil Personnel Support</p>	<p>Varied on the basis of individual need in full day K program</p>	<p>Performance meeting district achievement levels on Rigby Assessment (ongoing)</p> <p>Teacher Recommendation</p>
1	<p>Rigby Assessment Administration</p> <p>Teacher Observation</p>	<p>Performance below district achievement levels on Rigby Assessment (ongoing)</p> <p>Teacher Recommendation</p>	<p>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support from Instructional Specialist</p> <p>Pupil Personnel Support</p>	<p>Varied on the basis of individual need</p>	<p>Performance meeting district achievement levels on Rigby Assessment (ongoing)</p> <p>Teacher Recommendation</p>
2	<p>Rigby Assessment Administration</p> <p>Teacher Observation</p>	<p>Performance below district achievement levels on Rigby Assessment (ongoing)</p> <p>Teacher Recommendation</p>	<p>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support from Instructional Specialist</p> <p>Pupil Personnel Support</p>	<p>Varied on the basis of individual need</p>	<p>Performance meeting district achievement levels on Rigby Assessment (ongoing)</p> <p>Teacher Recommendation</p>

**Academic Intervention Services  
English Language Arts  
Grades 3 – 5**

Grade Level	Assessment Measure	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
<b>3</b>	Rigby Assessment Administration  Teacher Observation	Performance below district achievement levels on Rigby Assessment (ongoing)  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support  Extended Day Program	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Level 3 on New York State ELA 3  Teacher Recommendation
<b>4</b>	New York State ELA 3 Scores  Rigby Assessment Administration  Teacher Observation	Level 1 or 2 on New York State ELA 3 Test  Performance below district achievement levels on Rigby Assessment (ongoing)  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support  Extended Day Program	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Level 3 on New York State ELA 4  Teacher Recommendation
<b>5</b>	New York State Gr. 4 ELA Scores  Rigby Assessment Administration  Teacher Observation	Level 1 or 2 on New York State ELA 4  Performance below district achievement levels on Rigby Assessment (ongoing)  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support  Extended Day Program	Varied on the basis of individual need	Performance meeting district achievement levels on Rigby Assessment (ongoing)  Level 3 on New York State ELA 5  Teacher Recommendation

<b>Academic Intervention Services English Language Arts Grades 6 – 8</b>					
<b>Grade Level</b>	<b>Assessment Measure</b>	<b>Entry Criteria</b>	<b>Services Provided</b>		<b>Exit Criteria</b>
			<b>Type</b>	<b>Frequency</b>	
<b>6</b>	<b>New York State ELA 5 Scores</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State ELA 5 Assessment</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support</b>  <b>AIS Lab</b>  <b>Progress monitoring/ Guidance</b>  <b>Extended Day/ Week/ Year Programs</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State ELA 6</b>  <b>Satisfactory Report Card Grades</b>  <b>Teacher Recommendation</b>
<b>7</b>	<b>New York State ELA 6 Score</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State ELA 6 Assessment</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp; / or Combination Push-In and/or Pull-Out Support</b>  <b>AIS Lab</b>  <b>Progress monitoring / Guidance</b>  <b>Extended Day/ Week/ Year Programs</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State ELA 7</b>  <b>Satisfactory Report Card Grades</b>  <b>Teacher Recommendation</b>
<b>8</b>	<b>New York State ELA 7 Score</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State ELA</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support</b>  <b>AIS Lab</b>  <b>Push-In Assistance</b>  <b>Progress monitoring / Guidance</b>  <b>Extended Day Programs</b>	<b>Varied on the basis of individual need</b>	

**Academic Intervention Service  
English Language Arts  
Grades 9 – 12**

Grade Level	Assessment Measure	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
9	New York State ELA 8 scores  --Teacher Observation	Level 1 or 2 on New York State Assessments  Report Card Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Satisfactory Report Card Grades  Teacher Recommendation
10	Report Card Grades  Teacher Observation	Report Card Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day/ Week/ Year Programs	Varied on the basis of individual need	Satisfactory Report Card Grades  Teacher Recommendation
11/12	Report Card Grades  NYS Regents Exams (Gr. 12)  Teacher Observation	Below 65% on NYS Regents Exams  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  Extended Day Programs  AIS Lab (Gr.12)	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation

**Academic Intervention Service  
Mathematics  
Grades K – 2**

Grade Level	Assessment Measure	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
K	Pre-K Screening  Teacher Observation	Screening Observations  Performance below district achievement levels on Fluent Counting &/or One-to-One Correspondence    Teacher Recommendation	Classroom Teacher Support Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support   Pupil Personnel Support	Varied on the basis of individual need in full day K program	Level 3 on District Gr. K Benchmark Testing (Spring)  Teacher Recommendation
1	District Gr. K Benchmark Assessment  Teacher Observation	Level 1 or 2 on K Benchmark Assessment  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Level 3 on District Gr. 1 Benchmark Testing (Spring)  Teacher Recommendation
2	District Gr. 1 Benchmark Assessment  Teacher Observation	Level 1 or 2 on Gr. 1 Benchmark Assessment  Teacher Recommendation	Classroom Teacher Support & / or Combination Push-In and/or Pull-Out Support from Instructional Specialist  Pupil Personnel Support	Varied on the basis of individual need	Level 3 on District Gr. 2 Benchmark Testing (Spring)  Teacher Recommendation

<b>Academic Intervention Service Mathematics Grades 3 – 5</b>					
<b>Grade Level</b>	<b>Assessment Measure</b>	<b>Entry Criteria</b>	<b>Services Provided</b>		<b>Exit Criteria</b>
			<b>Type</b>	<b>Frequency</b>	
<b>3</b>	<b>District Gr. 2 Benchmark Testing</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on Gr. 2 Benchmark</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 3</b>  <b>Teacher Recommendation</b>
<b>4</b>	<b>New York State Math 3 Score</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State Math 3</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out Support</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 4</b>  <b>Teacher Recommendation</b>
<b>5</b>	<b>New York State Math 4 Score</b>  <b>Teacher Observation</b>	<b>Level 1 or 2 on New York State Math 4</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support &amp;/or Combination Push-In and/or Pull-Out Support</b>  <b>Pupil Personnel Support</b>  <b>Extended Day Program</b>	<b>Varied on the basis of individual need</b>	<b>Level 3 on New York State Math 5</b>  <b>Teacher Recommendation</b>



**Academic Intervention Service  
Mathematics  
Grades 6 – 8**

Grade Level	Assessment Measure	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
6	New York State Math 5 Score  Teacher Observation	Level 1 or 2 on New York State Math 5 Assessment  Teacher Recommendation	Classroom Teacher Support  Combination Push-In and/or Pull-Out Support  Extended Day Program  Progress monitoring by Guidance	Varied on the basis of individual need	Level 3 on New York State Math 6 Assessment  Satisfactory Report Card Grades  Teacher Recommendation
7	New York State Math 6 Score  Teacher Observation	Level 1 or 2 on New York State Math 6 Assessment  Teacher Recommendation	Classroom Teacher Support  AIS Lab  Extended Day/ Year Program  Progress monitoring by Guidance	Varied on the basis of individual need	Level 3 on New York State Math 7 Assessment  Satisfactory Report Card Grades  Teacher Recommendation
8	New York State Math 7 Score  Teacher Observation	Level 1 or 2 on New York State Math 7 Assessment  Teacher Recommendation	Classroom Teacher Support  AIS Lab  Extended Day/ Year Program  Progress monitoring by Guidance	Varied on the basis of individual need	Level 3 on New York State Math 7 Assessment or 65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation

Academic Intervention Service Mathematics Grades 9 – 12					
Grade Level	Assessment Measure	Entry Criteria	Services Provided		Exit Criteria
			Type	Frequency	
9	New York State Math 8 Score or NYS Regents Exam  Teacher Observation	Level 1 or 2 on New York State Math 8 Assessment or Below 65% on NYS Regents Exam  Failing Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring Guidance  Extended Day/Week/Year Programs	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation
10 -12	NYS Regents Exams  Report Card Grades  Teacher Observation	Below 65% on NYS Regents Exams  Failing Grades  Teacher Recommendation	Classroom Teacher Support  Departmental Support Sessions  Progress monitoring/ Guidance  -- Extended Day/Week/Year Programs	Varied on the basis of individual need	65% or better on NYS Regents  Satisfactory Report Card Grades  Teacher Recommendation

<b>Academic Intervention Service Science Grades 5 – 12</b>					
<b>Grade Level</b>	<b>Assessment Measure</b>	<b>Entry Criteria</b>	<b>Services Provided</b>		<b>Exit Criteria</b>
			<b>Type</b>	<b>Frequency</b>	
<b>5 - 8</b>	<b>ELS Objective Score</b>	<b>Level 2 on ELS Objective Score</b>  <b>Teacher Recommendation</b>	<b>Teacher Support</b>  <b>Progress Monitoring/ Guidance</b>	<b>Varied on the basis of individual need</b>	<b>Satisfactory Report Card Grades</b>  <b>Teacher Recommendation</b>
<b>9 - 12</b>	<b>NYS Regents Exams</b>  <b>Report Card Grades</b>  <b>ILS Objective Score</b>  <b>Teacher Observation</b>	<b>Below 65% on NYS Regents Exams</b>  <b>Failing Grades</b>  <b>Level 2 on ILS Objective Score</b>  <b>Teacher Recommendation</b>	<b>Classroom Teacher Support</b>  <b>Departmental Support Sessions</b>  <b>Progress Monitoring/ Guidance</b>  <b>Extended Day Programs</b>	<b>Varied on the basis of individual need</b>	<b>65% or better on NYS Regents</b>  <b>Satisfactory Report Card Grades</b>  <b>Teacher Recommendation</b>