

CARLE PLACE UNION FREE SCHOOL DISTRICT

INTEROFFICE MEMORANDUM

TO: Mr. David J. Flatley, Superintendent

FROM: Christine Finn, Assistant Superintendent *CF*

SUBJECT: Response to Academic Intervention Services Plan

DATE: February 10, 2014

Attached please find the updated version of the Carle Place Academic Intervention Services (AIS) Plan, which must be reviewed every two years. Incorporated in the AIS plan is a Response to Intervention (RtI) Outline. On July 1, 2012, the use of RtI data became required by the New York State Education Department as one of the measures for the determination of learning disabilities in reading for students in grades kindergarten through grade four.

You will note that the AIS/RTI plan contains all seven sections required by the Commissioner's Regulations and addresses Math and English Language Arts from K-12 and Science where appropriate. Although no state assessments are required in Social Studies at this time, the district has elected to use locally created assessments to continue to provide interventions in this area where appropriate. There is also a section detailing AIS services provided by our secondary Guidance Department. The plan reflects changes in our AIS practices based upon modifications in our curriculum, instruction and assessments, and will continue to be updated as guidance and information from the State Education Department becomes available. We continue to include the use of data from the K-8 New York State Assessment process and the Data Warehouse, and we will include information from the Northwest Evaluation Association Assessments as that data becomes available.

I respectfully request that this plan be presented for Board of Education approval at the February 27, 2014 meeting.

Thank you for your consideration.

Carle Place School District

**Response to
Academic
Intervention
Services
Plan**

FEBRUARY 2014

**Mr. David Flatley
Superintendent**

**Ms. Christine Finn
Assistant Superintendent
for Instruction and Personnel**

CARLE PLACE UNION FREE SCHOOL DISTRICT

RESPONSE TO ACADEMIC INTERVENTION PLAN

February 10, 2014

DAVID FLATLEY
SUPERINTENDENT

CHRISTINE A FINN, ASSISTANT SUPERINTENDENT
OFFICE OF INSTRUCTION AND PERSONNEL

In response to Commissioner's Regulation section 100.2 (ii), the Carle Place Union Free School District has established the following process to determine if a student responds to scientific, research-based intervention. Effective on and after **July 1, 2012**, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in **kindergarten through grade four** has a learning disability in the area of **reading**. In the general education setting, RtI data provides descriptive information about how children learn and why they may be having difficulties, and may be used by teachers to inform the instruction of general education students. For the purpose of determining the existence of a learning disability, RtI data will supplement information gained from the existing comprehensive multidisciplinary evaluations that are consistent with section 200.4(b) of the Regulations of the Commissioner of Education.

This plan was based upon the prior work of Superintendent David Flatley, with the guidance and assistance Mr. Connolly, Mrs. Folkson and Mrs. Manfredi. Please note that each section of the plan is followed by the corresponding citation from the Commissioner's Regulations.

Highly Qualified Staff

All staff are highly qualified as defined by the United States Department of Education (USDOE) and the No Child Left Behind (NCLB) legislation. In addition, the district routinely provides and supports high quality, ongoing, professional development to ensure that staff has the knowledge and skills necessary to implement a response to intervention program.[100.2 (ii) (i)] and [100.2 (ii) (3)]

Instruction Matched to Student Need

Reading instruction in Carle Place is driven by the research of the National Reading Panel. We include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and comprehension. The curriculum is aligned to the state learning standards and grade level performance indicators. Differentiated instruction is used to meet a wide range of student needs and instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English. [100.2 (ii) (a)]

Screenings

Screenings of all students include the use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Kindergarten screening. All teachers regularly monitor the progress of all students relative to reading progress through the use of assessment tools including the Early Literacy Profile (ELP), the Intermediate Literacy Profile (ILP) the Qualitative Reading Inventory (QRI), the Developmental Reading Assessment (DRA), the Intermediate Reading Assessment (IRA) and pre-assessments of the NYSED's ELA examinations. In addition, the district is planning to use Northwest Evaluation Association (NWEA) assessments up to four times each year to monitor the progress of all students. All screening instruments meet reliability and validity standards associated with psychometrically sound measurements of student progress. The results of these screenings will be used to determine effectiveness of core curriculum and instruction and will be used to identify students who are performing at benchmark, at-risk and seriously at-risk levels. [100.2 (ii) (a) (ii)]

Multi-tiered Levels of Targeted Intervention

Individual students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards receive increasingly intensive levels of multi-tiered targeted intervention matched to an identified need. Tier 1 assistance may take the form of individual or small-group intervention in the classroom by the classroom teacher. Tier 2 instruction is delivered by a specialist who "pushes in" to the classroom setting. Depending upon the needs of the individual student, this may increase to pull-out services in very small group settings. These pull-out services are always led by staff members with specific certifications in areas such as speech, social work, psychology, reading or the teaching of English as a second language. Further, all of the services listed are available to general education students before they are considered for referral to Tier 3 interventions, which are special education services determined by school personnel. Depending upon the grade

level, additional academic intervention services may be considered including before, during and after school tutorial sessions, homework assistance and summer school classes. [100.2 (ii) (a) (iii)]

Repeated Assessments of Student Achievement (Progress Monitoring)

Progress monitoring involves the comparison of an established benchmark with a student's current level of performance via data that is plotted and analyzed frequently. The frequency of the data analysis will depend upon the frequency of intervention, the extent of gap in achievement and/or the focus of the intervention. Assessments are continuous, individualized, formative and summative and will be used to determine if interventions are resulting in student progress toward age or grade level standards. NWEA assessment data is computer-based, adaptive, and will be used to determine an appropriate course of instruction for each student, based on performance, not grade level [100.2(ii) (1) (iv)]. In addition to the classroom assessments administered by teachers as a part of the routine instructional process, the following tools are used as part of our program: [100.2 (ii) (a) (iv)]

- a. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- b. Early Literacy Profile (ELP)
- c. Qualitative Reading Inventory (QRI)
- d. Developmental Reading Assessment (DRA)
- e. Grade Two ELA (Nassau County Data Warehouse)
- f. Grades Three through Eight ELA Assessments (NYS)
- g. Northwestern Evaluation Association Assessments (NWEA)

In addition, targeted assessments are used in specific circumstances. All of the following are available as needed:

- Language Assessment Battery – Revised (LAB-R)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- Woodcock-Johnson III Complete
- Stanford Diagnostic Reading Test, 4th Edition
- Gray Silent Reading Test (GSRT)
- Child Assessment Profile Report (CHAP)
- Wrong Answer Pattern Analysis Report (WRAP)
- Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP) for Reading, Mathematics, Language usage
- Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP) for Primary (K-2) Reading & Mathematics

Application of Assessment Information

The application of an individual student's response to these interventions is coordinated through instructional teams at each of our buildings. These instructional support teams (IST/BEST) review the data from various sources including the data warehouse and program services in order to make recommendations relative to classroom practices, instructional supports, academic intervention services, behavioral plans, social/emotional assistance, parental involvement, additional assessments and/or referral for special education services. [100.2 (ii) (1) (v)] These building teams will be responsible for the specific structure and components of the response to intervention program in their buildings. This will include the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring. [100.2 (ii) (2)]

Considerations for Limited English Proficient/English Language Learners (LEP/ELL)

A student identified as Limited English Proficient/English Language learners (LEP/ELL) may benefit from different learning or teaching approaches and this may be unrelated to a student's ability to comprehend the language. A student's prior experiences, home language background, and socio-cultural background will be considered while designing intervention plans for LEP/ELL students. For example, fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency in both the first and second language (L1 and L2). If appropriate, and if indicated by a lack of response to Tiers 1 and 2 intervention strategies, screening instruments may be administered in the student's language of instruction and the second language of the student. In order to determine effective interventions and strategies for instruction, this data may be compared to "true peers" (students with the same native language and similar educational history). This may be of particular importance when differentiating between language differences and language disabilities.

Parental Notification

Our current academic intervention service (AIS) plans include the parental notification requirements outlined in CR 100.4 (ii) and indicate the parents' right to request an evaluation for special education programs and/or services by including the following sentence in all parent notifications regarding academic intervention services: **"Participation in this program does not preclude a parent's right to request an evaluation for special education programs/services."**[100.2 (ii) (a) (vi)]

ACADEMIC INTERVENTION SERVICES

GRADE K

SUBJECT ELA

ACADEMIC SERVICES	
1. Academic Performance Indicators	NYS ELP; letter recognition; awareness of conventions of print; understands concept of word; developing sight word vocabulary; developing sound/symbol relationship; rhyme awareness; uses drawing/symbols/letters to connect ideas or words
2. Assessment Used To Determine Eligibility	NYS ELP Reading/Writing Scale (December) – DRA DIBELS (December) NWEA – Measures of Academic Progress for Primary Grades
3. Criteria For Beginning Services	On NYS ELP falls below Fall benchmark scores in alphabet/letter sound knowledge; phonological awareness and high frequency word identification; does not demonstrate any characteristics on ELP Level 2 Reading (Advanced Emergent B,C) and Level 1 Writing (Early Emergent) and DIBELS Benchmarks (from December testing)
4. Specific Services	Winter/Spring Kindergarten Literacy Intervention K-1 Summer Intervention Class
5. Range of Intensity	Dependent individual student's needs
6. Criteria For Ending Services	Student determined to be no longer at risk Meets all criteria ELP Level 2 Reading, Level 2 Writing (Advanced Emergent) DIBELS Benchmarks
7. Progress Monitored By	Classroom Teacher; Reading Specialists; Special Education Teacher; Report Card; ELP-DRA; DIBELS

ACADEMIC INTERVENTION SERVICES

GRADE 1

SUBJECT ELA

	ACADEMIC SERVICES
1. Academic Performance Indicators	NYS ELP; focuses primarily on print to decipher meaning; command of small sight word vocabulary; retells story; identify some story elements; uses sound/symbol linkages (beginning & ending consonants)
2. Assessment Used To Determine Eligibility	NYS ELP Reading/Writing Scale – DRA DIBELS (September) NWEA Measures of Academic Progress for Primary grades
3. Criteria For Beginning Services	October – Grade 1 on NYS ELP Level 2 Reading (Advanced Emergent B,C) – Level 2 Writing (Advanced Emergent); demonstrates no characteristics of above levels of performance; DIBELS (Strategic and Intensive Intervention Benchmark)
4. Specific Services	LLI – Leveled Literacy Intervention; Remedial Reading; Summer Intervention; Before/After School AIS (Spring)
5. Range of Intensity	Students scoring Level 1 ELP Reading & Writing or DIBELS Intensive Intervention/ 5 times a week; Students scoring Level 2 ELP Reading or DIBELS Strategic Intervention/ 3 times a week
6. Criteria For Ending Services	Students meet all criteria of ELP Level 4 Reading/Level 3 Writing
7. Progress Monitored By	Classroom Teacher; Reading Specialist; LLI Teacher; Special Education Teacher; Report Card; ELP-DRA; DIBELS

ACADEMIC INTERVENTION SERVICES

GRADE 2

SUBJECT ELA

ACADEMIC SERVICES	
1. Academic Performance Indicators	NYS ELP; command of substantial sight vocabulary; uses cueing systems independently; reading and writing component; retells story events in sequence; writes legibly; uses mix of conventional and phonetic spelling; uses punctuation; capitalization and upper and lower case letters sometimes
2. Assessment Used To Determine Eligibility	NYS ELP Reading/Writing/Listening and Speaking Scale – DRA; Woodcock (recommended population); DIBELS; Developmental Writing Assessment (recommended population); NorthWest Evaluation Assessment, measure of Academic Progress for Primary grades
3. Criteria For Beginning Services	October – Grade 2 – demonstrates no characteristics of NYS ELP Level 5 Reading (Early Transitional J,K,L) and Level 4 Writing (Advanced Beginning); DIBELS (Strategic and Intensive Intervention Benchmark)
4. Specific Services	Remedial Reading; Summer Intervention; Before/After School Literacy Program
5. Range of Intensity	Below Level 4 ELP Reading or DIBELS Intensive Intervention/ 5 times a week; Below Level 5 ELP Reading or DIBELS Strategic Intervention/ 3 times a week
6. Criteria For Ending Services	Meets all characteristics on ELP Reading Level 5 and Writing Level 5 scales
7. Progress Monitored By	Classroom Teacher; Reading Specialist; Special Education Teacher; Report Card; ELP-DRA; DIBELS

ACADEMIC INTERVENTION SERVICES

GRADE 3

SUBJECT Literacy Support

	ACADEMIC SERVICES
1. Academic Performance Indicators	Reading Comprehension (Literal and Inferential) Application of Reading Skills and Strategies Written Expression, Application of Correct Writing Mechanics
2. Assessment Used To Determine Eligibility	DRA/Early Literacy Profile – Spring Grade 2 NWEA – Measures of Academic Progress
3. Criteria For Beginning Services	Instructional Reading Level – K or Below Classroom Teacher/Literacy Specialist Recommendation
4. Specific Services	Literacy Support Program – Push-In/Pull-Out Before School Literacy Program Summer Literacy Program
5. Range of Intensity	Combination of Push-In and Pull-Out Sessions. Number of contact periods dependent upon students' needs (minimum 3x, maximum 6x).
6. Criteria For Ending Services	NYS ELA – Level 3 or 4 Instructional Reading Level – O or Above Literacy Support Specialist Recommendation
7. Progress Monitored By	Literacy Support Specialist Classroom Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 4

SUBJECT Literacy Support

	ACADEMIC SERVICES
1. Academic Performance Indicators	Reading Comprehension (Literal and Inferential) Application of Reading Skills and Strategies Written Expression, Application of Correct Writing Mechanics
2. Assessment Used To Determine Eligibility	Grade 3 NYS ELA DRA / Early Literacy Profile NWEA- Measures of Academic Progress
3. Criteria For Beginning Services	Instructional Reading Level – N or Below NYS ELA – Level 1 or 2 Classroom Teacher/Literacy Specialist Recommendation
4. Specific Services	Literacy Support Program – Push-In/Pull-Out Before School Literacy Program Summer Literacy Program
5. Range of Intensity	Combination of Push-In and Pull-Out Sessions. Number of contact periods dependent upon students' needs (minimum 3x, maximum 6x).
6. Criteria For Ending Services	Grade 4 NYS ELA – Level 3 or 4 Instructional Reading Level – S or Above Literacy Support Specialist Recommendation
7. Progress Monitored By	Literacy Support Specialist Classroom Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 5

SUBJECT Literacy Support

	ACADEMIC SERVICES
1. Academic Performance Indicators	Reading Comprehension (Literal and Inferential) Application of Reading Skills and Strategies Written Expression, Application of Correct Writing Mechanics
2. Assessment Used To Determine Eligibility	Grade 4 NYS ELA DRA / ILP NWEA Measures of Academic Progress
3. Criteria For Beginning Services	Grade 4 NYS ELA – Level 1 or 2 Instructional Reading Level – R or Below Classroom Teacher/Literacy Specialist Recommendation
4. Specific Services	Literacy Support Program – Push-In/Pull-Out Before School Literacy Program Summer Literacy Program
5. Range of Intensity	Combination of Push-In and Pull-Out Sessions. Number of contact periods dependent upon students' needs (minimum 3x, maximum 6x).
6. Criteria For Ending Services	Grade 5 NYS ELA – Level 3 or 4 Instructional Reading Level – V or Above Literacy Support Specialist Recommendation
7. Progress Monitored By	Literacy Support Specialist Classroom Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 6

SUBJECT Literacy Support

	ACADEMIC SERVICES
1. Academic Performance Indicators	Reading Comprehension (Literal and Inferential) Application of Reading Skills and Strategies Written Expression, Application of Correct Writing Mechanics
2. Assessment Used To Determine Eligibility	Grade 5 NYS ELA DRA / ILP NWEA – Measures of Academic Progress
3. Criteria For Beginning Services	Grade 5 NYS ELA – Level 1 or 2 Instructional Reading Level – U or Below Classroom Teacher/Literacy Specialist Recommendation
4. Specific Services	Literacy Support Program – Push-In/Pull-Out Before School Literacy Program Summer Literacy Program
5. Range of Intensity	Combination of Push-In and Pull-Out Sessions. Number of contact periods dependent upon students' needs (minimum 3x, maximum 6x).
6. Criteria For Ending Services	Grade 6 NYS ELA – Level 3 or 4 Instructional Reading Level – W or Above Literacy Support Specialist Recommendation
7. Progress Monitored By	Literacy Support Specialist Classroom Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 7

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 6 ELA Assessment
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 6 assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-English Study Skills (Grade 7) -Classroom Extra Help -Push-In/Pull-Out Reading Program
5. Range of Intensity	-A lab/skills class every day -Extra Help (1-2 times a week)
6. Criteria For Ending Services	-Students scored at or above the state reference point on the Grade 7 assessment
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 8

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 7 ELA Assessment -Final Average in English 7 below 70%
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 7 assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-English Study Skills (Grade 8) -Classroom Extra Help -Push-In/Pull-Out Reading Program
5. Range of Intensity	-A lab/skills class every other day -Extra Help (1-2 times a week)
6. Criteria For Ending Services	-Students scored at or above the state reference point on Grade 8 assessment
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 9

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 8 ELA Assessment -Final Average in English 8 Below 70%
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 8 assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-English 9 Lab Class -Classroom Extra Help
5. Range of Intensity	-A lab class every other day -Extra Help (1-2 times a week)
6. Criteria For Ending Services	-Final grade above 70% and passing the English 9 final examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 10

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-Final Average in English 9 Below 70%
3. Criteria For Beginning Services	-Final Grade in English 9 -Teacher Recommendations
4. Specific Services	-English 10 Lab Class -Classroom Extra Help
5. Range of Intensity	-A lab class every other day -Extra Help (1-2 times a week)
6. Criteria For Ending Services	-Final grade above 70% and passing English 10 final examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 11

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-Final Average in Grade 10 Below 70%
3. Criteria For Beginning Services	-Final Average in Grade 10 -Teacher Recommendations
4. Specific Services	-English 11 Lab Class -Classroom Extra Help
5. Range of Intensity	-A lab class every other day -Extra Help (1-2 times a week)
6. Criteria For Ending Services	-Passing score on the English Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 12

SUBJECT English

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Content Area Deficiencies
2. Assessment Used To Determine Eligibility	-English Regents Examination
3. Criteria For Beginning Services	-Students who scored below 65% on the English Regents Examination
4. Specific Services	-Classroom Extra Help -Tutoring
5. Range of Intensity	-Extra Help (1-2 times a week) -Tutoring
6. Criteria For Ending Services	-Passing score on the English Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE K

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Counts by rote 1 – 50; recognizes numbers out of sequence 1 – 30; identifies basic geometric shapes and understands basic units of measurement; associates numerals with sets; recognizes and reproduces patterns; sorts objects by properties; demonstrates an awareness of time; identifies coins to quarter; understands value of the penny
2. Assessment Used To Determine Eligibility	Teacher observation; criterion; classroom assessment
3. Criteria For Beginning Services	Students fail to perform any academic indicators on K report card resulting in "experiencing difficulty"
4. Specific Services	Computer lab/assisted instruction during class visit; Summer School; After School AIS; student progress monitored by classroom teacher
5. Range of Intensity	Varies with the need of individual student
6. Criteria For Ending Services	No "experiencing difficulty" in any math areas on June report card
7. Progress Monitored By	Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 1

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Adds and subtracts whole numbers from 1 – 20; knows patterns of numbers through 20; interprets simple graphs; recognize, describe, extend and create basic number patterns and geometric patterns; develop ability to justify their answer and solution process (one and two step word problems); develop strategies for selecting appropriate computational, operational method and problem solving; telling time on the hour and $\frac{1}{2}$ hour; understands fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$
2. Assessment Used To Determine Eligibility	Teacher observation; criterion; classroom assessments
3. Criteria For Beginning Services	Students fail to perform in April of Grade 1 resulting in "approaching the standard" on Grade 1 report card in Math
4. Specific Services	Computer lab/assisted instruction during class visits; Summer School; After School AIS; student progress monitored by classroom teacher
5. Range of Intensity	Dependent upon individual student's needs
6. Criteria For Ending Services	No 1's (below standard) on Grade 1 June report card
7. Progress Monitored By	Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 2

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Adds and subtracts whole numbers from 1 – 100 (double digit); counts by 2's, 5's, 10's; developing concepts of metric measures and money to reinforce place value; develop strategies for selecting appropriate computational and operational methods in problem solving; develop readiness for multiplication and division
2. Assessment Used To Determine Eligibility	Teacher observation; criterion; classroom assessments
3. Criteria For Beginning Services	Students fail to perform in April of Grade 2 resulting in "below the standard" on Grade 2 report card in Math
4. Specific Services	Computer lab/assisted instruction during class visits; Math remediation – Grade 3; Summer School, After School AIS; student progress monitored by a classroom teacher
5. Range of Intensity	Varies with the need of individual student
6. Criteria For Ending Services	No 1's (below standard) on Grade 2 June report card
7. Progress Monitored By	Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 3

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Knows number facts through twenty, use basic facts for all operations: add/subtract with regrouping; use whole-number place value; computer mentally and utilize algorithms; uses strategies to problem solve; explains thinking in written and verbal forms; use manipulatives to model whole-number relationships. Actively participates in small group instruction.
2. Assessment Used To Determine Eligibility	Teacher observation/grades on report card CAT survey
3. Criteria For Beginning Services	Poor performance on the CAT survey Recommendation of Grade 2/3 teacher Recommendation of Instructional Support Team
4. Specific Services	Math Support Teacher push-in/pull out – small group Before School Math Program Summer Math Program
5. Range of Intensity	Small group instruction – minimum 30 minute in a six day cycle
6. Criteria For Ending Services	Level 3 or 4 on the New York State Math 3 Assessment
7. Progress Monitored By	Math Support Teacher Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 4

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Students use basic facts for all operations; add/subtract with regrouping; use ordinals; order whole numbers; use whole-number place value; model operations and simple fractional relationships with manipulatives; read/interpret data; identify appropriate units of measurement; identify polygons; identify lines of symmetry; extended and describe simple patterns; solve for an unknown with manipulatives
2. Assessment Used To Determine Eligibility	Teacher observation/grades on report card New York State Math 3 Assessment
3. Criteria For Beginning Services	Level 1 or 2 performance on Grade 3 Math Assessment Recommendation of Instructional Support Team
4. Specific Services	Math Support Teacher push-in/pull out – small group Before School Math Program Summer Math Program Small group instruction – minimum 30 minute in a six day cycle
5. Range of Intensity	
6. Criteria For Ending Services	Level 3 or 4 on the New York State Math 4 Assessment
7. Progress Monitored By	Math Support Teacher Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 5

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	Consistently solve multi-step problems; identify odds/evens; order fractions; use manipulatives to model decimal relationships; identify percent; collect, organize, display and interpret real-world data; planes; polygons; identify faces of solid figures; express probability; extend a numerical pattern; justify a reasonable solution
2. Assessment Used To Determine Eligibility	Teacher observation/grades on report card New York State Math 4 Assessment
3. Criteria For Beginning Services	Level 1 or 2 performance on Grade 4 Math Assessment Recommendation of Instructional Support Team
4. Specific Services	Math Support Teacher push-in/pull out – small group Before School Math Program Summer Math Program
5. Range of Intensity	Small group instruction – minimum 30 minute in a six day cycle
6. Criteria For Ending Services	Level 3 or 4 on the New York State Math 5 Assessment
7. Progress Monitored By	Math Support Teacher Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 6

SUBJECT Math

ACADEMIC SERVICES	
1. Academic Performance Indicators	Students order decimals; identify decimal place value; use percent; use estimation; apply graphical data; predict effects of a biased sample; identify equivalence within a measurement system; find linear, square and cubic measure; model solid figures; predict probability; identify arrangements and combinations; create and describe patterns; explain reasoning; draw conclusions; analyze situations
2. Assessment Used To Determine Eligibility	Teacher observation/grades on report card New York State Math 5 Assessment
3. Criteria For Beginning Services	Level 1 or 2 performance on Grade 5 Math Assessment Recommendation of Instructional Support Team
4. Specific Services	Math Support Teacher push-in/pull out – small group Before School Math Program Summer Math Program
5. Range of Intensity	Math Support Teacher- small group – minimum 30 minute in a six day cycle
6. Criteria For Ending Services	Level 3 or 4 on the New York State Math 6 Assessment
7. Progress Monitored By	Math Support Teacher Classroom teacher

ACADEMIC INTERVENTION SERVICES

GRADE 7

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 6 Math Assessment
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 6 assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-Classroom Extra Help, Support Class
5. Range of Intensity	-Extra Help: 1-2 times a week -Support Class: once a week
6. Criteria For Ending Services	Students scored at or above the state reference point on the Grade 7 assessment
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 8

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 7 Math Assessment -Final Average in Math 7 Below 70%
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 7 assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-Classroom Extra Help, Support Class
5. Range of Intensity	-Extra Help: 1-2 times a week -Support Class: once a week
6. Criteria For Ending Services	Students scored at or above the state reference point on the Grade 8 assessment
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 9

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Regents Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 8 Math Assessment -Final Average in Math 8 Below 65% or less
3. Criteria For Beginning Services	-Students who scored below the state reference point on Grade 8 Math assessment (Levels 1 and 2)
4. Specific Services	-Lab Support Class -Classroom Extra Help
5. Range of Intensity	-A lab class every other day -Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Passing the Algebra Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 10 - 12

SUBJECT Math

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Regents Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Foundations of Algebra Final Examination -Algebra Regents Examination
3. Criteria For Beginning Services	-Final average of 70% or below or failing grade on final exam in the Foundations of Algebra Course -Students who score below 65% on the Algebra Regents Examination
4. Specific Services	-Classroom Extra Help -Lab Support Class
5. Range of Intensity	-Extra Help: 1-2 times a week -A lab class every other day
6. Criteria For Ending Services	-Passing the Algebra Regents Examination -Student is on pace to satisfy three year math requirement
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE Z

SUBJECT Science

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Tests – Classwork – Rushmore Avenue School
3. Criteria For Beginning Services	-Teacher Recommendation – Rushmore Avenue School
4. Specific Services	-Classroom Extra Help
5. Range of Intensity	-Extra Help: 1x per week
6. Criteria For Ending Services	-Students scored above 70% on their final average in Science 7 and passed final exam
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 8

SUBJECT Science

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 7 Final Examination
3. Criteria For Beginning Services	-Students who have a final average in Science 7 below 70% or failed final examination -Teacher Recommendations
4. Specific Services	-Classroom Extra Help
5. Range of Intensity	-Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Students scored at or above state reference point on the Grade 8 Intermediate Science Assessment
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 9

SUBJECT Science

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 8 Intermediate Science Assessment
3. Criteria For Beginning Services	-Students who scored below state reference point on the Grade 8 Intermediate Science Assessment (Levels 1 and 2) -Teacher Recommendations
4. Specific Services	-Classroom Extra Help
5. Range of Intensity	-Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Passing the Living Environment or Earth Science Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 10 – 12

SUBJECT Science

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Living Environment or Earth Science Regents Examination
3. Criteria For Beginning Services	-Students who scored below 65% on the Living Environment or Earth Science Regents Examination
4. Specific Services	-Classroom Extra Help -Tutoring
5. Range of Intensity	-Extra Help: 2-3 times a week
6. Criteria For Ending Services	-Passing grade on Living Environment or Earth Science Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 7

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Tests – Classwork – Rushmore Avenue School
3. Criteria For Beginning Services	-Teacher Recommendation – Rushmore Avenue School
4. Specific Services	-Classroom Extra Help
5. Range of Intensity	-Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Students scored above 70% on their final average in Social Studies 7 and passed final exam
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 8

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 7 Final Examination
3. Criteria For Beginning Services	-Students who have a final average in Social Studies 7 Below 70% or failed final examination -Teacher Recommendations
4. Specific Services	-Classroom Extra Help
5. Range of Intensity	-Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Students scored at or above the state reference point on the Social Studies Grade 8 Final
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 9

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Grade 8 Social Studies Assessment
3. Criteria For Beginning Services	-Students who failed the Grade 8 Social Studies Final -Teacher Recommendations
4. Specific Services	-Classroom Extra Help -Social Studies 9 Lab Class
5. Range of Intensity	-A lab class every other day -Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Final grade above 70% and passing the Global History 9 final examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 10

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Final Grade/Examination on Social Studies 9
3. Criteria For Beginning Services	-Final average of 70% or below or failing Social Studies 9 final examination -Teacher Recommendations
4. Specific Services	-Classroom Extra Help -Social Studies 10 Lab Class
5. Range of Intensity	-A lab class every other day -Extra Help: 1-2 times a week
6. Criteria For Ending Services	-Passing the Global History and Geography Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 11

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-Global History and Geography Regents Examination
3. Criteria For Beginning Services	-Failure of Global History Regents Examination -Final average of 70% or below
4. Specific Services	-Classroom Extra Help -Social Studies 11 Lab Class
5. Range of Intensity	-Extra Help: 1-2 times a week -A lab class every other day -Tutoring
6. Criteria For Ending Services	-Passing the United States History and Government Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 12

SUBJECT Social Studies

	ACADEMIC SERVICES
1. Academic Performance Indicators	-Curriculum Area Deficiencies
2. Assessment Used To Determine Eligibility	-United States History and Government Regents Examination (11) -Global History and Geography (10)
3. Criteria For Beginning Services	-Failure of United States History and Government Regents Examination or Global Regents (10)
4. Specific Services	-Classroom Extra Help -Tutoring
5. Range of Intensity	-Extra Help: 1-2 times a week -Tutoring
6. Criteria For Ending Services	-Passing the United States History and Government Regents Examination
7. Progress Monitored By	-Classroom teacher, AIS teacher, in conjunction with the Department Chairperson

ACADEMIC INTERVENTION SERVICES

GRADE 7 – 12

SUBJECT Guidance

	SUPPORT SERVICES
1. Academic Performance Indicators	Teacher reported concerns; poor attendance and/or cutting classes; lack of motivation; social/emotional issues; discipline issues; poor peer and/or family relations; substance abuse issues
2. Assessment Used To Determine Eligibility	Referrals; observations; Child Study Team; attendance records; discipline records
3. Criteria For Beginning Services	Negative change in grades/behavior; chronic failure; chronic poor attendance; severe disciplinary infractions; repeated academic failure
4. Specific Services	Child Study Team; counseling; social work services; tutoring; BOCES; psychological services
5. Range of Intensity	Based on individual needs
6. Criteria For Ending Services	Child Study Team recommendation; improvement in areas of initial concern; counselors; psychologist; social worker
7. Progress Monitored By	Child Study Team; counselors; psychologist; social worker; teacher reports; administrators

ACADEMIC INTERVENTION SERVICES

GRADE 7 – 12

SUBJECT Guidance

	SUPPORT SERVICES
1. Academic Performance Indicators	Teacher reported concerns; poor attendance and/or cutting classes; lack of motivation; social/emotional issues; discipline issues; poor peer and/or family relations; substance abuse issues
2. Assessment Used To Determine Eligibility	Referrals; observations; Child Study Team; attendance records; discipline records
3. Criteria For Beginning Services	Negative change in grades/behavior; chronic failure; chronic poor attendance; severe disciplinary infractions; repeated academic failure
4. Specific Services	Child Study Team; counseling; social work services; tutoring; BOCES; psychological services
5. Range of Intensity	Based on individual needs
6. Criteria For Ending Services	Child Study Team recommendation; improvement in areas of initial concern; counselors; psychologist; social worker
7. Progress Monitored By	Child Study Team; counselors; psychologist; social worker; teacher reports; administrators