ORCHARD PARK CENTRAL SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES

DISTRICT PLAN

Revised June 2019

**Section 100.2 of Part 100
Commissioner's Regulations**

Presented to the Board of Education for Approval
July 9, 2019

Orchard Park Central School district

Vision Statement

We will give our students the vision to reach for the stars,
the skills and fortitude to climb the ladder,
and the wisdom to appreciate the beauty of the journey.

Mission Statement

The Orchard Park Central School District, in partnership with families and community, will prepare students to:

- achieve their fullest potential
- develop critical thinking, creativity, and character
- become healthy, lifelong learners
- be responsible and contributing members of an ever-changing and global society

Overview

The Orchard Park Central School District has a strong commitment to provide supplemental instruction and support services to meet the needs of at risk students. In an effort to continually improve our service model, we review and update our Academic Intervention Service Plan biennially based upon student performance results and related modifications to the program (procedures for identifying at risk students, research-based types of academic and support interventions available, and criteria for ending services). We continually strive to ensure our methodologies for monitoring student growth, identifying students in need of academic assistance, and the interventions utilized are the most effective tools and practices.

The plan is reflective of the District's Response to Intervention policy and regulations.

Program Description

Academic Intervention Services are designed to assist all students who are at risk of not achieving the learning standards in English Language Arts, Mathematics, Social Studies, and Science, or who do not meet or exceed the designated performance levels on state assessments.

These services include two components:
    A. Additional instruction that supplements regular classroom instruction and/or
    B. Student support services needed to address barriers to improve academic performance.

Additional instruction is defined as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards.

Student support services are defined as interventions, such as guidance and counseling, improvement in attendance and discipline that address student needs as related to family dynamics, health, nutrition, and mobility.

Academic Intervention Services are available to students with disabilities on the same basis as non-disabled students. AIS for Limited English Proficient (LEP) and/or English Language Learners (ELL) must also be planned and implemented in coordination with the student's general education program.

Student Eligibility

(a) Those who score below the designated performance levels on elementary, intermediate, and commencement level NYS assessments in English Language Arts, Mathematics, Social Studies, and Science in Grades 3 - 8, and the Regents testing schedules in Grades 9 -12.

(b) Those at risk of <u>not</u> meeting the Common Core Learning Standards as indicated by student work samples, report card performance, teacher observations, and district screening instruments. This includes the FastBridge benchmark assessments in ELA grades K – 5, the Early Literacy Profiles in Grades K - 3, the Fountas & Pinnell benchmark assessments in K - 2 and Teachers College Running Records in Grades 3 -5 to determine reading and writing readiness. In mathematics, the FastBridge benchmark assessments in grades K-5 will also be utilized for student eligibility.

(c) Limited English Proficient (LEP) students who do not achieve the annual designated academic growth and performance standards as stipulated by the New York State English as a Second Language Assessment Test (NYSESLAT) and/or the NYSITELL.

Staffing

Elementary - Each elementary school has an intervention team comprised of certified teachers, reading specialist, intervention specialist (RTI specialist), social worker, school counselor (Windom & Eggert), and psychologist. Group sizes for tier 2 and tier 3 literacy interventions in grades K-5 are outlined in the District's RtI policy and regulation. Further, pages 11-12 outline all group size guidelines for AIS groups.

Middle School - The Middle School AIS labs are staffed by certified teachers. Some teachers assist identified students with English Language Arts/reading reinforcement, while other teachers work with students needing mathematics reinforcement. As with the elementary AIS teachers, the Middle School AIS teachers also work with those students who have displayed academic need in social studies and/or science. Additionally, the Middle School has a reading specialist, social workers, school counselors, and a psychologist. At the middle school level, it is recommended that no instructional group is larger than eight (8) and no teacher is assigned more than fifty (50) students total.

High School - The High School AIS labs are staffed by certified teachers. Students are considered for inclusion into the lab after analyzing performance on the Grade 8 NYS English language arts and mathematics assessments as well as local assessments. Students who score below the passing grade on State assessments required for graduation (English language arts, mathematics, social studies or science) are also eligible to receive academic intervention services. In addition, students receive support in AIS labs through teacher recommendation. High School teachers in all departments also may provide academic intervention during "9th period" (after school academic assistance).

District - Certified ESL teachers are assigned across the district to meet the needs of students identified through the LAB-R or the NYSESLAT administered in May of each year.

District Staffing for AIS:

Grades K– 5   20 teachers
      ELA
      Reading Specialists
      Math
      ELA/Math
      RTI

Grades 6 – 8   6 teachers
      ELA
      Reading Specialist
      Math

Grades 9 – 12   3 teachers
      ELA
      Reading Specialist
      Math
      Foreign Language

Grades K – 12   4 teachers
      ESL

Support Services
      7 Social Workers
      6 Psychologists
    11 School Counselors
      5 Speech Therapists
      1 Behavioral Specialist
      3 Occupational Therapists (plus 1.5 contracted service)
      1 Physical Therapist (plus 1 contracted service)

Support Programs

K – 5 Instructional Support Team (IST)

The Instructional Support Team (IST) is a multidisciplinary team that offers structured support and assistance to improve student performance. The committee is designed to provide immediate student support through professional collaboration, by offering instructional strategies and/or interventions. The standing IST committee (chairperson varies by building) may include the following members: the building principal, experienced classroom teacher, experienced special education teacher, referring teacher, RTI specialist, school psychologist, social worker, counselor, school nurse, parent, previous year's teacher, co-curricular teacher, speech therapist, physical therapist, occupational therapist, AIS teacher, and reading specialist. Meetings of the IST usually take place once a week.

When a teacher has a concern regarding a student's academic, health, and/or social/emotional well-being, he/she submits a referral form to the IST chairperson. The teacher provides background information on the student, current level of functioning on benchmark assessments or screenings, results of NYS assessments, record of support services, description of the problem, and documented interventions/strategies used to address the problem area.

The K – 8 IST acts as a consultant body, suggesting instructional strategies/interventions or adaptations, identifying the student's learning style, organizational supports, environmental adaptations, and/or management supports. The K – 8 IST will formulate a timeline and action plan for implementation.

> K – 5 IST: Progress results from subsequent benchmark screenings, progress monitoring, classroom performance, teachers' assessments and observations will be reviewed at a follow-up meeting to determine the next course of action.

> 6 – 8 IST: Students are brought back to IST for review to determine the effectiveness of the previously implemented action plan.

The IST committee may also recommend additional informal assessments such as: medical and social history, learning style inventories, interest checklists, curriculum-based assessments, reading records, behavioral checklists or speech/OT/PT screens. Students suspected of having a disability and in need of specialized instruction are referred to the building Committee on Special Education (CSE) for formal evaluation.

High School Referral Process

When a teacher has a concern regarding a student's academic, health, and/or social/emotional well-being, he/she shares that information with the student's guidance counselor. The teacher provides pertinent background information, current level of functioning, description of the problem, and strategies used to address the problem area.

High school guidance counselors serve as case managers. Students requiring AIS are scheduled into appropriate support programs to improve student performance. These scheduling decisions are made in concert with teachers, administrators, and parents.

Screening Measures & Assessment Tools

Universally administered assessments are indicated with an asterisk (*).

Grades K –12	New York State English as a Second Language Assessment Test (NYSESLAT) - for limited English proficient students New York State Identification Test for English Language Learners (NYSITELL) Teacher Observation of Daily Classroom Performance
Grade K	Kindergarten Screening (DIAL – 4) * Early Literacy Profile * FastBridge ELA/Math Benchmark Screening * Fountas & Pinnell Benchmark Assessment * Dolch sight work list * Orton Gillingham Assessment
Grade 1	Early Literacy Profile / Student Portfolio * FastBridge ELA/Math Benchmark Screening * Fountas & Pinnell Benchmark Assessment * Dolch sight work list * Orton Gillingham Assessment
Grade 2	Early Literacy Profile / Student Portfolio * FastBridge ELA/Math Benchmark Screening * Fountas & Pinnell Benchmark Assessment * Dolch sight work list *
Grade 3	Early Literacy Profile / Student Portfolio * NYS English Language Arts Assessment * NYS Mathematics Assessment * FastBridge ELA/Math Benchmark Screening * Teachers College Running Record * Words Their Way Spelling Inventory * Close Read (Comprehension & Written Response)
Grade 4	NYS English Language Arts Assessment * NYS Mathematics Assessment * NYS Elementary Science Assessment * FastBridge ELA/Math Benchmark Screening *

	Words Their Way Spelling Inventory * Teachers College Running Record * Close Read (Comprehension & Written Response)
Grade 5	NYS English Language Arts Assessment * NYS Mathematics Assessment * FastBridge ELA/Math Benchmark Screening * Words Their Way Spelling Inventory * Teachers College Running Record * Close Read (Comprehension & Written Response)
Grade 6	NYS English Language Arts Assessment * NYS Mathematics Assessment * Reading and Writing Curriculum-Based Measures * FastBridge ELA Benchmark Screening * Teachers College Running Record
Grade 7	NYS English Language Arts Assessment * NYS Mathematics Assessment * Reading and Writing Curriculum-Based Measures * Teachers College Running Record
Grade 8	NYS English Language Arts Assessment * NYS Mathematics Assessment * NYS Intermediate-Level Science Assessments * Reading and Writing Curriculum-Based Measures * Teachers College Running Record
Grades 9 -12	NYS Regents Testing Program
Grades 6-12	5 Week Progress Report Quarterly performance

Intensity of Academic Intervention

K – 5 ELA Response to Intervention Tiers of Support

Tier 1	- daily 90 minute literacy block - differentiated instruction in the classroom - progress monitoring of classroom performance - push-in instructional supports from math, literacy, technology coaches and/or behavioral support specialist
Tier 2	all interventions outlined above, additionally: - small group instruction (5 students or less) 3 to 5 times weekly for 20 - 30 minutes per session - progress monitoring every two weeks
Tier 3	- all interventions outlined above, additionally: - small group instruction (2 students or less) - minimally 4 days per week for 30 - 60 minutes per session - progress monitoring once every one to two weeks

K – 5 Math Levels of Support

Low Intensity	- daily 60 minutes mathematics instruction - differentiated instruction - progress monitoring of classroom performance - push-in instructional support from math, literacy, technology coaches and/or behavioral support specialist
Moderate Intensity	- all interventions outlined in low intensity supports, additionally: - small group instruction (6 students or less) 3 to 5 times weekly for 20 - 30 minutes per session - progress monitoring every two weeks
High Intensity	all interventions outlined in low intensity supports, additionally:

	- small group instruction (4 students or less) 4 to 5 times weekly for 30 - 40 minutes per session - progress monitoring every two weeks

6 -8 grade ELA

Low Intensity	- daily two 40 minute ELA periods (40 minutes reading; 40 minutes ELA) at 6th grade; daily 40 minute ELA period at 7-8 grade - differentiated instruction in the classroom - monitoring of classroom performance through running records and reading assessments - push-in instructional supports from literacy, technology coaches and/or behavioral support specialist
Moderate Intensity	- small group instruction (8 students or less) 2-3 times weekly for 40 minutes per session - Progress monitoring
High Intensity	- small group instruction (4 students or less) 2-5 times weekly for 40 minutes per session - Progress monitoring

6-8 Math

Low Intensity	- daily 40 minute math instructional period - differentiated instruction in the classroom - monitoring of classroom performance through locally developed assessments - push-in instructional supports from literacy, technology coaches and/or behavioral support specialist

Moderate Intensity	• small group instruction (8 students or less) • 2-3 times weekly for 20-40 minutes per session • Progress monitoring
High Intensity	• small group instruction (6 students or less) • 2-5 times weekly for 40 minutes per session • Progress monitoring

Additional Supports

Summer Reading Program- Grades K - 2:
>   18 half-days of instruction at 3 hours per day
>   Below grade level performance
>   Participation determined by universal screening measures

Related Services
Related services such as Physical Therapy, Occupational Therapy, Speech and Counseling are provided for students based on the recommendation of the therapist.

Sessions are scheduled individually or in groups as needed.

The next three sections of the plan describe the Academic Intervention Services programs for K-12 students:
- The chart details criteria for eligibility, program interventions, and exit criteria.
- The next section describes the parental notification, timeline for services, and student progress reporting requirements.
- Lastly, the appendix contains letters and forms required for students mandated for AIS services.

ACADEMIC INTERVENTION SERVICES

Grade Level	Entrance Criteria	Intervention	Exit Criteria
K - 2	Below Benchmark on universal screening measures: • Kindergarten screening (DIAL 4) • FastBridge ELA • FastBridge Math • Curriculum-based measures • Fountas & Pinnell Benchmark • Dolch sight word list • Orton Gillingham K-1 IST/Teacher recommendations: • Work samples • Documented Observations (i.e. data gathered in the classroom setting) • ELP (Early Literacy Profile) • Report card grades NYSESLAT NYSITELL	Small group or 1:1 pull out support with AIS Staff/Reading Specialist/ESL instructor Push in support Differentiated Instruction in the classroom (monitoring) Coordination with non-academic support services Summer Reading Program	Meets benchmark: • Curriculum-based measures • FastBridge ELA • Fountas & Pinnell Benchmark Assessment IST/Teacher recommendations: • Work samples • Documented Observations (i.e. data gathered in the classroom setting) • ELP (Early Literacy Profile) • Report card grades • Progress monitoring data NYSESLAT

ACADEMIC INTERVENTION SERVICES

Grade Level	Entrance Criteria	Intervention	Exit Criteria
3 - 5	Below benchmark performance on universal screening measures: • FastBridge ELA • NYS assessments • Curriculum-Based Measures • Close Reads • Teachers College Running Records IST/Teacher recommendations and NYS assessments: • Classroom performance • Work samples • Documented Observations (i.e. data gathered in the classroom setting) • ELP (Early Literacy Profile) • Report card grades NYSESLAT NYSITELL	Small group or 1:1 pull out support with AIS Staff/Reading Specialist/ESL instructor Push in support Differentiated Instruction in the classroom (monitoring) Coordination with non-academic support services Summer Reading Program (Grades K-4)	Classroom performance (teacher recommendations) Meets benchmark: • FastBridge ELA • NYS assessments • Curriculum-Based Measures Close Reads IST/Teacher recommendations: • Classroom performance • Work samples • Documented Observations (i.e. data gathered in the classroom setting) • ELP (Early Literacy Profile) • Report card grades • Progress monitoring data NYSESLAT

ACADEMIC INTERVENTION SERVICES

Grade Level	Entrance Criteria	Intervention	Exit Criteria
6 – 8	Below benchmark performance on universal screening measures: • Curriculum-Based Measures • SRI • NYS assessments • FastBridge Grade 6 (ELA only) IST/Teacher recommendations: • Classroom performance • Work samples • Observations • Report card grades NYSESLAT NYSITELL	Small group or 1:1 pull out support with AIS Staff/Reading Specialist/ESL instructor Push in support Differentiated Instruction in the classroom (monitoring) Coordination with non-academic support services	Classroom performance (teacher recommendations) Meets benchmark: • Curriculum-Based Measures • NYS assessments IST/Teacher recommendations: • Classroom performance • Work samples • Observations • Report card grades NYSESLAT

ACADEMIC INTERVENTION SERVICES

Grade Level	Entrance Criteria	Intervention	Exit Criteria
9 - 12	NYS assessments (Grade 8) NYS Regents Exams Teacher/Counselor recommendations: • 5 week progress reports • Quarterly reports • Report cards NYSESLAT NYSITELL	AIS ELA Labs Math Recitation Classes Peer tutors Supplemental Support LOTE Labs Structured Study Hall (pilot program in the 2014-15 school year)	NYS Regents Exams Teacher/Counselor recommendations: • 5 week progress reports • Quarterly reports • Report cards NYSESLAT

District-wide Requirements

Procedure for Parent Notification – Entrance to AIS program

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 skill deficit area(s), service(s) being provided to the student, when the service(s) will be provided and by whom. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Strategies for how parents can support the child will be offered.

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.

Parent Communication and Student Progress Reports

Parents will be kept apprised of their child's progress through written reports, parent conferences or consultations. While a child is receiving AIS, the parent will receive progress reports, detailing areas of deficit, skills being remediated, and the student's progress in the areas of skill deficit. This will, generally, occur four times per year in alignment with progress reports/report cards.

Procedure for Parent Communication – Discontinuation of Services

When AIS is discontinued, the parent will be notified in writing that the services will be ending with the following information: end of service date, criteria for ending services, current performance level of the student, and assessment(s) used in determining the student's performance level.

Orchard Park Central School District

Date

Parent's/Guardian's name
Address
City, state, zip

Dear Parent's name:

The OPCSD recognizes that all students learn differently. We are committed to helping all students succeed. To meet this goal we have adopted a three-tiered approach to instruction. This process is known nationally as Response to Intervention (RtI). RtI is a means to intervene early, using academic supports and increasingly intensive interventions which usually occur outside of the regular classroom (i.e. pull out). Students receive this academic intervention support during a time when no new material is presented in their regular classroom.

Your child was selected to receive additional assistance (AIS) in a small group setting based on the following criteria:
- ☐ NYS Grade 3-8 Assessment results
- ☐ Universal Screening (FastBridge) results
- ☐ Classroom performance
- ☐ Other: _____

Intervention support will focus on reading foundational skills, written expression, and/or math skills. Your child's progress will be monitored and reviewed in an on-going manner throughout the year. You will be notified if there is a change in your child's support services.

(Student's name) will receive this intervention as follow:

Intervention Service	Duration/Degree	Entry Criteria	Service Provider	Start Date
Pull out				
Pull out				

If you have any questions or believe your child is in need of an evaluation for special education services, feel free to contact your child's teacher. You may also read more about RtI on the Orchard Park Central School District's website at www.opschools.org.

Sincerely,
Elementary School Principal

Appendix B – Sample Secondary Level Entrance Letter

Sample Parent Notification - Entry Letter (6-8 ELA & Math)

Date

Parent Names
Address
Orchard Park, NY 14127-2070

Dear (Parent Names):

Recent assessment results, teacher recommendations and/or an Instructional Support Team (IST) referral indicates that your child, **(child's name)**, would benefit from additional support as detailed below.

Intervention Service	Duration/Degree	Reason	Service Provider	Area	Start Date
Pull Out	2x45/wk/Small Group (5-8)	AIS Teacher Recommendation, IST Recommendation	teacher name	English Language Arts	09/15/2009

Academic Intervention Services (AIS) instruction usually takes place outside of the regular classroom. Students receive this support during a time when no new material is presented in their regular classroom.

We believe that additional support is vital for many children to acquire necessary skills and to meet the New York State Learning Standards. In addition, this support will help to ensure student success with the various New York State Assessments.

If you have any questions or concerns, please feel free to contact (child's name) classroom teacher, support teacher, or principal.

Sincerely,

Principal Name

Appendix C – Sample Conclusion of Service (Program Exit) Parent Letter

Date

Parent Name
Address
Orchard Park, NY 14127-2070

Dear Parent Name:

Recent assessment results, teacher recommendations and/or Instructional Support Team (IST) indicate that your child, _____, no longer requires additional support through the Academic Intervention Services (AIS) program.

(Child's name) progress will be closely monitored by his classroom teacher and AIS teacher. In the event that _____ begins to experience academic difficulties, the classroom teacher will refer him to the Instructional Support Team. The Instructional Support Team will determine if additional support is warranted.

If you have any questions or concerns, please feel free to contact your child's classroom teacher, support teacher, or principal.

Sincerely,

Principal's Name