

“Rigor, Relevance & Relationship”

**ACADEMIC INTERVENTION SERVICES PLAN**

BEDS Code: <u>571000010000</u>	District: <u>Corning-Painted Post Area School District</u>		
Address: <u>165 Charles Street</u>	City: <u>Painted Post</u>	State: <u>New York</u>	Zip: <u>14870</u>
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Approved by School Superintendent: <u>July 1, 2009</u>			
Adopted by Board of Education: <u>July 29, 2009</u>			

## Program Overview

In compliance with the Commissioner's Regulations Part 100, all New York State school districts must provide Academic Intervention Services to all students who have not met or are at risk of not meeting the New York State Learning Standards. The Corning-Painted Post Area School District's Academic Intervention Services Plan will focus on the development of a comprehensive and systematic program of instruction, which will enable the student to achieve the desired proficiency through additional instructional support and/or student support services. The services are concentrated on K-12 ELA and Mathematics and 4-12 Social Studies and Science.

The Corning-Painted Post Area School District, located in Steuben County, has a student enrollment of approximately 5,400 students. The District believes that all students can learn and should be provided with an education that reflects rigorous content and skills, is relevant to our students and builds relationships between and among the students and adults in our learning community.

The Corning-Painted Post Area School District's Academic Intervention Services Plan will describe the key elements of the process and program, implementation procedures, roles of essential personnel in the delivery and administration of Academic Intervention Services to students and the process by which services will be provided. The Corning-Painted Post Area School District's Academic Intervention Services Plan will be systematically aligned with the academic standards and assessments policies of the District and State. The plan and process may serve to assist in the design of the School Improvement Plan for each building. Consistent with the Comprehensive Master Plan, the Academic Intervention Services Plan can also be instrumental in identifying the need for professional development opportunities in order to increase student achievement toward meeting New York State Learning Standards.

The Corning-Painted Post Area School District's Academic Intervention Services Plan is designed to:

- Improve student achievement to levels that ensure full proficiency in compliance with the State's accountability model.
- Ensure that data are used to make sound instructional decisions at both School and District levels.
- Ensure that both School and District faculties and staffs have the skills needed to develop a strategic plan for improvement based on these data.
- Make certain that structures are in place and used to monitor the program.
- Use research-based strategies to implement the program.

Students who score below the designated proficiency level (not passing) on a New York State assessment, or who are identified as likely to have difficulty in scoring above the proficiency level on the next State assessment, or who fail a course for their promotion to the next grade or graduation, must receive Academic Intervention Services.

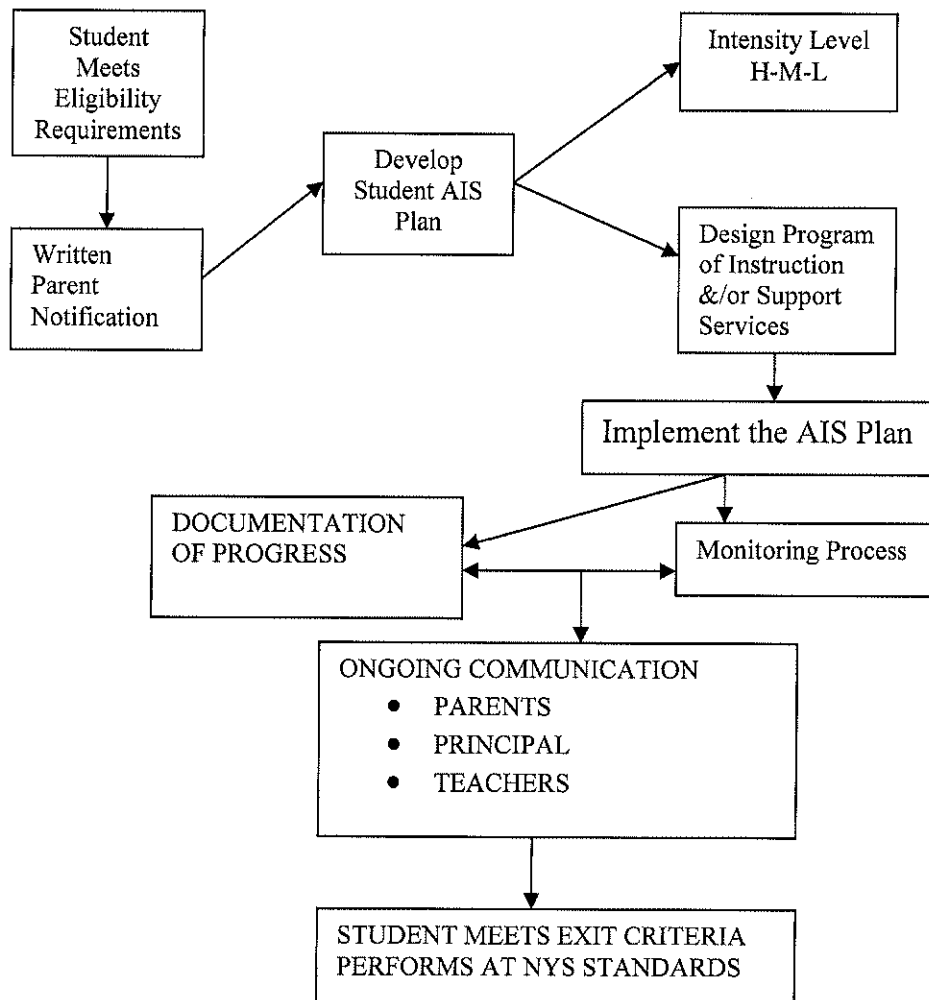
Parent/guardian involvement throughout the entire academic intervention process will be an important component to the success of a student's academic achievement. Parental involvement includes timely notification, input into the plan for both the entrance and exit criteria, and monitoring the progress toward achieving the New York State Learning Standards and proficiencies.

Our instruction begins in the general education classroom and includes lessons focused on all students learning by:

- Using a rigorous, relevant approach to teaching and learning.
- Using hands-on materials.
- Using a student-centered approach.
- Teaching students to think, solve problems, and apply their knowledge.
- Teaching students to clearly explain their ideas.
- Reviewing and reflecting on the effectiveness of teaching/learning strategies.
- Using communication and conferencing to improve student achievement.

The standards, goals and accountability measures set by the District state that all students should be afforded appropriate and targeted opportunities for academic success and that academic assistance and intervention, based on multiple measures, must be provided to students who are in danger of not successfully meeting the New York State Learning Standards. With this in mind, the Corning-Painted Post Area School District offers a range of supplemental support that fall under the umbrella of Academic Intervention Services.

### The Academic Intervention Process



## District Procedures for Determining Eligibility

The Corning-Painted Post Area School District uses **multiple measures** to determine student eligibility for Academic Intervention Services. These multiple sources of evidence include State assessments, District assessments, student classroom performance, student grades, and input from school staff and parents/guardians. Academic Intervention Services are made available to students with disabilities on the same basis as non-disabled students. These students should receive services as determined on an individual basis. Such students are not automatically included or excluded. Limited English Proficient (LEP)/English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated by New York State regulations are eligible for AIS. These procedures are used to determine eligibility for any new entrants to our school system. Academic Intervention Services are based on student needs and begin no later than one semester after identification of those needs.

### General School Procedures for Eligible Students:

Students at risk of not meeting the New York State Standards for the grades and standards areas noted above are eligible to receive Academic Intervention Services. The school staff, in collaboration with parents/guardians (and students if appropriate), will use the criteria in this plan to determine eligibility and provide the appropriate level of support. Each quarter, student progress is reported to parents. Supports continue until the student meets the State standard or the specified exit criteria.

### Screening for AIS Supports:

There are two ways a student becomes eligible for AIS:

1. A student does not meet the New York State Standards on elementary, intermediate or commencement-level State assessment in English Language Arts, Mathematics, Social Studies or Science. Not meeting standards means that a student has not met the "State-Designated Performance Level."

OR

2. The school determines that the student is at risk of not meeting state standards. School teams in the Corning-Painted Post Area School District screen students for eligibility for Academic Intervention Services using sources of information from **multiple measures**, as described on the following list:
  - Performance below established standard on **one or more** District or State assessment
  - Kindergarten Screening
  - Teacher Assessments
  - Running Records
  - Measures of Academic Progress (MAP) of the Northwest Evaluation Association (NWEA)
  - Dynamic Indicators Basic Early Literacy (DIBELS)
  - Benchmark Assessment System
  - Spelling Inventories
  - Writing Samples
  - Elementary Math Assessments
  - Classroom Performance (class participation, class work, unit tests)

- Report Card Grades
- Anecdotal Records
- Recommendations by teacher, counselor, administrator, parent, other school staff.
- Other relevant and appropriate information (attendance and enrollment records, discipline records, socio-emotional indicators, sudden changes in behavior and performance, home/health related factors, etc.).

**Academic Intervention Services (AIS) and Response to Intervention (RTI) Connection:**

In recent years, both the No Child Left Behind (NCLB) Legislation and the Individuals with Disabilities Education Act (IDEA) have been amended to include references to the Response To Intervention Model. This practice provides high quality instruction and intervention matched to student needs using the student's learning rate over time and the level of performance to make important educational decisions. In developing the District's Academic Intervention Services Plan, the principles of Response to Intervention Model were considered and embedded into the eligibility criteria, as well as the development of tiered services. The intensity of services provided for each student will be determined on an individual basis. Depending on the data regarding the student's performance, each student will be identified as needing low, medium or high levels of support. The following pages provide detailed information regarding eligibility, services and exit criteria.

# **Corning Painted Post**

## **AREA SCHOOL DISTRICT**

1. Elementary students scoring within these parameters will qualify for AIS services.
2. Final consideration for remediation will be based on these test scores, and classroom performance. Availability of AIS staff may influence when teacher recommendation (supported by academic evidence) will be considered.
3. AIS support will remain active into the next school year unless a student meets the exit criteria stated in this document.
4. AIS staff will be providing Strategic Intervention remediation in addition to initial Strategic Intervention instruction within the classroom.
5. ELA intervention by an AIS teacher may include: Scott Foresman Early Reading Inventory/My Sidewalks program, use of Reading Street Strategic Intervention materials, or other materials to meet the needs of students.

Revised 5/09

AISFinalRev093009

**AIS Qualifications for ELA & Math – Kindergarten**

	<b>CRITERIA FOR ENTRANCE</b>	<b>CRITERIA FOR EXIT</b>
<b>Grade K</b>	<p>- Headstart participants*</p> <p>- <b>DIBELS: Identified as strategic or intensive intervention on class list report.</b></p> <p>- <b>Scott Foresman Baseline Assessment (below 60%)</b></p> <p>- <b>Teacher Recommendation based on:</b></p> <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• ERI Placement test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul>	<p>- <b>DIBELS: Identified as Benchmark – at grade level on class list report.</b></p> <p>- <b>Scott Foresman Unit 5 (above 70% on each strand)</b></p> <p>- <b>Teacher Recommendation based on:</b></p> <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul>

\* Any child who has attended the Headstart Program is mandated for AIS services in Kindergarten and First Grade. This could include direct service or **monitoring throughout both school years.**

\*\* Strategic Intervention Remediation is in addition to initial Strategic Intervention instruction within the classroom.

**Assessment Responsibilities**

S.F. Baseline	Classroom teacher
ERI Assessment	AIS teacher
DIBELS	Classroom /AIS teacher

Updated 5/09

**AIS Qualifications for ELA & Math -- First Grade**

Grade 1	CRITERIA FOR ENTRANCE	CRITERIA FOR EXIT
	<ul style="list-style-type: none"> <li>- Headstart participants*</li> <li>- DIBELS: Identified as strategic or intensive intervention on class list report.</li> <li>- Scott Foresman Alternate Baseline Assessment (Word List): (≤ 14 words correct)</li> <li>- District End-of-Year Kdg. Math Test (13 and below)</li> <li>- Teacher Recommendation based on:                             <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• My Sidewalks Placement Test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- DIBELS: Identified as Benchmark – at grade level on class list report.</li> <li>- Scott Foresman End-of-Year Benchmark Test (above 70% on comprehension strand)</li> <li>- District End-of-Year 1<sup>st</sup> grade Math Test (51 or above)</li> <li>- Teacher Recommendation based on:                             <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul> </li> </ul>

\* Any child who has attended the Headstart program is mandated for AIS services in Kindergarten and First Grade. This could include direct service or monitoring throughout both school years.

\*\* Strategic Intervention Remediation is in addition to initial Strategic Intervention instruction within the classroom.

**Assessment Responsibilities**

S.F. Alternate Baseline	Classroom teacher
My Sidewalks Assessment	AIS teacher
DIBELS	Classroom/AIS teacher

Updated 5/09

**AIS Qualifications for ELA & Math – Second Grade**

<b>CRITERIA FOR ENTRANCE</b>	<b>CRITERIA FOR EXIT</b>
<p><b>Grade 2</b></p> <ul style="list-style-type: none"> <li>- DIBELS – Identified as strategic or intensive intervention on class list report.</li> <li>- MAP (NWEA) Reading (<math>\leq 160</math>)***</li> <li>- MAP (NWEA) Math (<math>\leq 164</math>)***</li> <li>- Scott Foresman Baseline Assessment (below 60%)</li> <li>- District End-of-Year First Grade Math Test (below 51)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• My Sidewalks Placement Test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- DIBELS – Identified as Benchmark – at grade level on class list report.</li> <li>- MAP (NWEA) Reading (<math>\geq 190</math>)****</li> <li>- MAP (NWEA) Math (<math>\geq 191</math>)****</li> <li>- Scott Foresman End-of-Year Benchmark Test (above 70%)</li> <li>- District End-of-Year 2<sup>nd</sup> Grade Math Test (54 or above)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul> </li> </ul>

\*\* Strategic Intervention Remediation is in addition to initial Strategic intervention instruction within the classroom.

\*\*\* MAP (NWEA) Reading and Math RIT Value for entrance criteria is one grade level below Fall grade-level median. (based on 2008 NWEA norms)

\*\*\*\* MAP (NWEA) Reading and Math RIT Value for exit criteria is RIT Value Spring grade-level median. (based on 2008 NWEA norms)

**Assessment Responsibilities**

S.F. Baseline	Classroom teacher
MAP (NWEA) Assessment	Classroom/AIS teachers
My Sidewalks Assessment	AIS teacher
DIBELS	Classroom/AIS teacher

Updated 5/09

AIS Qualifications for ELA & Math – Third Grade

CRITERIA FOR ENTRANCE	CRITERIA FOR EXIT
<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>- MAP (NWEA) Reading (<math>\leq 179</math>)***</li> <li>- MAP (NWEA) Math (<math>\leq 179</math>)***</li> <li>- Scott Foresman Baseline Assessment (below 60%)</li> <li>- District End-of-Year Second Grade Math Test (below 54)</li> <li>- Teacher Recommendation based on:                             <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• DIBELS ORF</li> <li>• My Sidewalks Placement Test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- MAP (NWEA) Reading (<math>\geq 200</math>)****</li> <li>- MAP (NWEA) Math (<math>\geq 203</math>)****</li> <li>- Scott Foresman End-of-Year Benchmark Test (above 70%)</li> <li>- Teacher Recommendation based on:                             <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul> </li> </ul>

\*\* Strategic Intervention Remediation is in addition to initial Strategic intervention instruction within the classroom.

\*\*\* MAP (NWEA) Reading and Math RIT Value for entrance criteria is one grade level below Fall grade-level median. (based on 2008 NWEA norms)

\*\*\*\* MAP (NWEA) Reading and Math RIT Value for exit criteria is RIT Value Spring grade-level median. (based on 2008 NWEA norms)

**Assessment Responsibilities**

S.F. Baseline	Classroom teacher
MAP (NWEA) Assessment	Classroom/AIS teachers
My Sidewalks Assessment	AIS teacher
DIBELS	Classroom/AIS teachers

Updated 5/09

**AIS Qualifications for ELA & Math – Fourth Grade**

<b>CRITERIA FOR ENTRANCE</b>	<b>CRITERIA FOR EXIT</b>
<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>- NYS Grade 3 ELA Assessment (score 1 &amp; 2)</li> <li>- NYS Grade 3 Math Assessment (score 1 &amp; 2)</li> <li>- MAP (NWEA) Reading (<math>\leq 192</math>)***</li> <li>- MAP (NWEA) Math (<math>\leq 192</math>)***</li> <li>- Scott Foresman Baseline Assessment (below 60%)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• DIBELS ORF</li> <li>• My Sidewalks Placement Test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- NYS Grade 4 ELA Assessment (score 3 &amp; 4)</li> <li>- NYS Grade 4 Math Assessment (score 3 &amp; 4)</li> <li>- MAP (NWEA) Reading (<math>\geq 207</math>)****</li> <li>- MAP (NWEA) Math (<math>\geq 211</math>)****</li> <li>- Scott Foresman End-of-Year Benchmark Test (above 70%)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul> </li> </ul>

\*\* Strategic Intervention Remediation is in addition to initial Strategic intervention instruction within the classroom.

\*\*\* MAP (NWEA) Reading and Math RIT Value for entrance criteria is one grade level below Fall grade-level median. (based on 2008 NWEA norms)

\*\*\*\* MAP (NWEA) Reading and Math RIT Value for exit criteria is RIT Value Spring grade-level median. (based on 2008 NWEA norms)

**Assessment Responsibilities**

S.F. Baseline	Classroom teacher
NYS Assessments	Classroom teacher
MAP (NWEA) Assessment	Classroom/AIS teachers
My Sidewalks Assessment	AIS teacher
DIBELS	Classroom/AIS teachers

Updated 5/09

**AIS Qualifications for ELA & Math – Fifth Grade**

<b>CRITERIA FOR ENTRANCE</b>	<b>CRITERIA FOR EXIT</b>
<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>- NYS Grade 4 ELA Assessment (score 1 &amp; 2)</li> <li>- NYS Grade 4 Math Assessment (score 1 &amp; 2)</li> <li>- NYS Grade 4 Science Assessment (score 1 &amp; 2)</li> <li>- NYS Grade 5 Social Studies Assessment (1 &amp; 2)</li> <li>- MAP (NWEA) Reading (<math>\leq 201</math>)***</li> <li>- MAP (NWEA) Math (<math>\leq 203</math>)***</li> <li>- Scott Foresman Baseline Assessment (below 60%)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• Students with borderline test scores will be considered for remediation.</li> <li>• DIBELS ORF</li> <li>• My Sidewalks Placement Test</li> <li>• 12% or higher absence rate</li> <li>• Data from report card demonstrates academic needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- NYS Grade 5 ELA Assessment (score 3 &amp; 4)</li> <li>- NYS Grade 5 Math Assessment (score 3 &amp; 4)</li> <li>- MAP (NWEA) Reading (<math>\geq 212</math>)****</li> <li>- MAP (NWEA) Math (<math>\geq 220</math>)****</li> <li>- Scott Foresman End-of-Year Benchmark Test (above 70%)</li> <li>- <b>Teacher Recommendation based on:</b> <ul style="list-style-type: none"> <li>• 9% or less absence rate</li> <li>• Consistent report card progress in the AIS academic area.</li> </ul> </li> </ul>

\*\* Strategic Intervention Remediation is in addition to initial Strategic intervention instruction within the classroom.

\*\*\* MAP (NWEA) Reading and Math RIT Value for entrance criteria is one grade level below Fall grade-level median. (based on 2008 NWEA norms)

\*\*\*\* MAP (NWEA) Reading and Math RIT Value for exit criteria is RIT Value Spring grade-level median. (based on 2008 NWEA norms)

**Assessment Responsibilities**

S.F. Baseline	Classroom teacher
NYS Assessments	Classroom teacher
MAP (NWEA) Assessment	Classroom/AIS teachers
My Sidewalks Assessment	AIS teacher
DIBELS	Classroom/AIS teachers

Updated 5/09

Multiple Measures include, but are not limited to, developmental measures (social and/or health history), diagnostic screening (vision/hearing, speech/language, OT, PT), psychological testing, discipline referrals, and attendance record.

