Academic Intervention Services

Grades 1-5

Lindenhurst Public Schools
Lindenhurst, New York

District Plan
September 2015 - August 2017
Committee Members

Dr. Lisa M Omeis…..Assistant to the Superintendent for Elementary Curriculum and Instruction
Vincent Caravana ….Asst. Superintendent of Curriculum, Instruction, and Instructional Personnel
Brian Chamberlin……………………………………. Principal – Harding Avenue
Leonard DiBiase……………………………………. Principal-Albany Avenue
Linda Domanico…………………………………….. Principal – Daniel St.
Debra Mauro…………………………………………. Reading Teacher
Melody Calderone…………………………………. Teacher- Grade 2
Farrah McKenna……………………………………….. Principal - Rall
Laura Newman………………………………………… Principal - Alleghany
Kimberly Pluschau…………………………………… Reading Teacher
Jennifer Cooke………………………………………… Math AIS Teacher
Elizabeth Read………………………………………… Math AIS Teacher
Donna Smawley………………………………………… Principal - West Gates
Lisa Reahl……………………………………………… Special Education Teacher
Valerie Filby…………………………………………. Reading Teacher
Linda Karpowicz……………………………..Reading Teacher
Andrea Ripp………………………………………… Reading Teacher
Megan Maronski……………………………………….Teacher- Grade 4
Lindenhurst Public Schools
Academic Intervention Services

**Mission Statement**
It is the mission of the Lindenhurst School District to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers, and lives in our diverse society. The goal of the District shall be to provide a safe and nurturing environment in which students will be motivated to achieve academic excellence, positive values, and a strong self-image in preparation for a successful future.

**Introduction**
The Lindenhurst School District’s Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ce) revisions to the New York State Department of Education Commissioner’s Regulations which states that school districts are required to provide instructional and student support services to help students achieve the learning standards.

**Definition**
Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (1) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

- **Level 1** Students performing at this level are well below proficient in standards for their grade.
- **Level 2** Students performing at this level are below proficient in standards for their grade.
- **Level 3** Students performing at this level are proficient in standards for their grade.
- **Level 4** Students performing at this level excel in standards for their grade.

All students who score at Levels 1, and some students at Level 2, are eligible to receive Academic Intervention Services according to NYSED scale scores. The services for a particular student should vary in intensity based on the student’s needs as measured by multiple measures and other information about the student’s performance. In addition, the plan must address barriers to student progress including attendance problems, discipline problems, family-related problems, health-related issues, nutrition-related issues, and mobility/transfer related issues.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.
Intensity of Services
The intensity of services may vary, but must be designed to respond to student needs as indicated through multiple measures (standardized exams, classroom based assessments, recommendations) and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Frequency of services will be based on the level of intensity of services and IST recommendation.

Some options may include:

High Intensity Needs:
- Pull-out Math services
- Wilson Reading Program
- Pull-Out Reading services
- Leveled Literacy Intervention – Daily instruction
- Fundations Phonics Program

Moderate Intensity Needs:
- Pull-out/Push-in Reading services
- Pull-out/Push-in Math services
- Fundations – Small group
- Leveled Literacy Intervention

Low Intensity Needs:
- Progress Monitoring
- Fundations – Whole class
- Balanced Literacy Instruction
- Fountas & Pinnell- guided reading instruction
- Math fluency drills and sprints

The following information is included in this Academic Intervention Services plan:
- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress.

As per New York State Education Department Regulations, the plan will be revised every two years.
Eligibility Criteria
Specific circumstances may qualify a student for Academic Intervention Services:
- Students who score below the designated performance levels (level 1 or level 2 unless otherwise indicated by NYSED) on elementary, intermediate, and commencement-level New York State assessments in English Language Arts, Mathematics, and Science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures

In addition, the District will use multiple measures to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:
- Performance on New York State assessments
- Performance on teacher assessments
- Performance on benchmark assessments
- Classroom performance
- Report card grades
- Observation and anecdotal records
- Diagnostic testing

Special Education
Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students to the extent that it does not interfere with regular classroom instruction and when the remediation is not present in other academic settings. Academic Intervention Services will be provided in addition to special education services. The same appropriate accommodations and supports outlined on the student’s Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

Exit Criteria
Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or proficiency in classroom performance and when the student meets the requirements outlined in this document.

Description of Services
The following services may include but are not limited to:
- Extra period(s)/time during the regular school day
- Within-class staff that reduces student-teacher ratio

All Academic Intervention Services are provided by certified, highly-qualified teachers.
Parental Notification and Involvement
Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students.

The parent/guardian will be notified, in writing, by the building principal that the student requires Academic Intervention Services.

This commencement notification will include:

- The reason the student requires such services;
- A summary of the services to be provided; and
- The consequences of not achieving the expected performance levels.

When services are to be discontinued, the parent/guardian of the student will be notified, in writing, by the building principal. This notice will:

- Include the criteria used for terminating the service;
- Indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents may not refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

Monitoring Student Progress
At a minimum, the school will provide parents/guardians with the following:

- Reports on the student’s progress at least once each quarter by mail, telephone, telecommunications, or other means
- Opportunity to consult with the student’s regular classroom teacher(s), and other professional staff providing Academic Intervention Services, at least once per semester during the regular school year
- Information on ways to work with their child to improve achievement
# Academic Intervention Services

## Instructional Support

### First-Fifth Grade

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<td><strong>Level 1 or 2 on the NYS ELA Assessment (Scale score as per current State requirements)</strong> <em>Teacher recommendation</em> <em>35th percentile and below for Gates MacGinitie</em> <em>F &amp; P Benchmark Levels</em></td>
<td><em>Level 3 or above on the NYS ELA test (may qualify for exit based on student scale score as per State requirement)</em> <em>Progress monitoring in class</em> <em>Score of 50th percentile and above on the Gates MacGinitie</em> <em>Grade level F &amp; P benchmark</em></td>
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<td><strong>Level 1 or 2 on the NYS Math test (Scale score as per current State requirements)</strong> <em>Teacher recommendation</em> <em>Report Card grade</em> <em>i-Ready diagnostic</em></td>
<td><em>Level 3 or above on the NYS Math assessment (may qualify for exit based on student scale score as per State requirement)</em> <em>Report card grade</em> <em>Teaching recommendation</em> <em>i-Ready diagnostic</em> <em>Progress monitoring in class</em></td>
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Definitions of Terms

Academic Intervention Program—A program designed to give additional support to students who are at-risk of not meeting the New York State standards.

Instructional Support Team (IST)- The team may be comprised of administrators, teachers, the school psychologist, a guidance counselor, and relevant support personnel. A student is recommended to the team by the teachers, counselors, administrators, and support personnel. The primary function is to identify remediation strategies and make instructional recommendations to be used in the classroom setting. Classified students can also be recommended to the team to discuss further modification to their academic program. The team may suggest further testing at this meeting.

New York State Education Department Regulations Definition
http://www.emsc.nysed.gov/part100/pages/1001.html#g

Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic Intervention Services are intended to assist students who are at-risk of not achieving the State learning standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.
Lindenthurst Public Schools
Academic Intervention Services

OFFICE OF PRINCIPAL
LINDENHURST PUBLIC SCHOOLS
LINDENHURST, NY 11757
(631)867-30
FAX NO. (631) 867-30

Date: __________________________ Child’s Name: __________________________

Dear Parents/Guardians:

In an effort to provide for the special needs of our students, the Lindenthurst Public School System provides Academic Intervention Services in Reading as follows:

READING/LANGUAGE ARTS:

_____ F & P Benchmark Assessment/Progress Monitoring
_____ NYS English language Arts Assessment (ELA)
_____ Reading Program Assessment
_____ Gates-MacGinitie Reading Test
_____ Early Literacy Assessment
_____ Other __________________________________________________________

FREQUENCY/DURATION

_____ 45 minutes 2X a week
_____ 30 minutes 5X a week
_____ 30 minutes 3X a week
_____ In class or pull-out or push-in

The services that your child will receive will be determined by the specific areas of need after reviewing the above mentioned assessments. Once your child has met the exit criteria established by the state and the district, he/she will exit the program. If you have any questions about your child, please contact your child’s teacher.

If you require more information on the assessment process, please contact the principal.

Sincerely,

Building Principal
Date: _____________________ Child's Name: ________________________

Dear Parents/Guardians:

In an effort to provide for the special needs of our students, the Lindenhurst Public School System provides Academic Intervention Services in Mathematics as follows:

**MATH:**

- [ ] NYS Math Assessment
- [ ] Math Program Assessment
- [ ] Other ________________________________

**FREQUENCY/DURATION**

- [ ] 45 minutes 2X a week
- [ ] 30 minutes 5X a week
- [ ] 30 minutes 3X a week
- [ ] In class or pull-out or push-in

The services that your child will receive will be determined by the specific areas of need after reviewing the above mentioned assessments. Once your child has met the exit criteria established by the state and the district, he/she will exit the program. If you have any questions about your child, please contact your child's teacher.

If you require more information on the assessment process, please contact the principal.

Sincerely,

Building Principal
Date: ____________________  Child’s Name: ____________________

Dear Parents/Guardians:

Your child has been participating in the Academic Intervention Services (AIS) program. Based upon New York State criteria and Lindenhurst guidelines, your child’s scores indicate that he/she is no longer in need of remediation in this area.

Your child achieved a score of:

________________________ on the NYS ELA Test
________________________ on the Gates MacGinitie Assessment
________________________ on the NYS Math Test
________________________ Other

We are pleased with the progress that your child has made and are confident he/she will continue to be successful.

Sincerely,

Building Principal
Academic Intervention Services

Grades 6 - 12

Lindenhurst Public Schools
Lindenhurst, New York

District Plan
September 2017 – August 2019
Committee Members

Kelly Bardak ................................................................. Reading Teacher

Kimberly Boccanfuso .................................................... Coordinator of English

Vincent Caravana .......................................................... Deputy Superintendent

Edith Castiglia ............................................................. Math Teacher

Brian Cohen ................................................................. Math Teacher

Glenna DiMartino ........................................................ Reading Teacher

Dr. Barbara Donnellan ..................................................... Coordinator of Guidance

Cherie Figoni ............................................................... Reading Teacher

Dr. Clinton Grant .......................................................... Principal, High School

Ethan LaStella .............................................................. English Teacher

Frank Naccarato .......................................................... Principal, Middle School

Dr. Lisa Omeis ............................................................. Assistant Superintendent for Elementary Curriculum and Instruction

Meredith Shuren .......................................................... Reading Teacher

Deborah Weinstein ......................................................... English Teacher

Heather Wierzbicki ........................................................ Reading Teacher

Trecia Wong ............................................................... Coordinator of Mathematics
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Level 1 Students performing at this level are well below proficient in standards for their grade.
Level 2 Students performing at this level are below proficient in standards for their grade.
Level 3 Students performing at this level are proficient in standards for their grade.
Level 4 Students performing at this level excel in standards for their grade.

All students who score at Levels 1 and 2 are eligible to receive Academic Intervention Services unless otherwise directed by NYSED. The services for a particular student should vary in intensity based on the student’s needs as measured by multiple measures and other information about the student’s performance. In addition, the plan must address barriers to student progress including attendance problems, discipline problems, family-related problems, health-related issues, nutrition-related issues, and mobility/transfer related issues.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.
**Intensity of Services**

The intensity of services may vary, but must be designed to respond to student needs as indicated through multiple measures (standardized exams, classroom based assessments, recommendations) and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Frequency of services will be based on the level of intensity of services and IST recommendation.

Some options may include:

**High Intensity Needs:**
- Wilson Reading Program
- Extended Class Time
- Before School /After-School Extra-Help
- Support Services (guidance, school psychologist, social worker)
- Lindamood-Bell Reading Services
- Orton-Gillingham Reading Services
- READ 180

**Moderate Intensity Needs:**
- Team Support
- Before School /After-School Extra Help
- Support Services (guidance, school psychologist, social worker)

**Low Intensity Needs:**
- Progress Monitoring
- Homework Help
- Before School /After-School Extra Help
- Support Services (guidance, school psychologist, social worker)

The following information is included in this Academic Intervention Services plan:
- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress.

As per New York State Education Department Regulations, the plan will be revised every two years.
Eligibility Criteria
Specific circumstances may qualify a student for Academic Intervention Services:

- Students who score below the designated performance levels (level 1 or level 2 unless otherwise indicated by NYSED) on elementary, intermediate, and commencement-level New York State assessments in English Language Arts, Mathematics, and Science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures

In addition, the District will use multiple measures to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:

- Performance on New York State assessments
- Performance on teacher assessments
- Performance on benchmark assessments
- Classroom performance
- Report card grades
- Observation and anecdotal records
- Recommendation by teacher, counselor, administrator, or other school staff

Special Education
Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students to the extent that it does not interfere with regular classroom instruction and when the remediation is not present in other academic settings. Academic Intervention Services may be provided in addition to special education services. The same appropriate accommodations and supports outlined on the student’s Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

Exit Criteria
Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or proficiency in classroom performance and when the student meets the requirements outlined in this document.

Description of Services
The following services may include but are not limited to:

- Extra period(s)/time during the regular school day
- Within-class staff that reduces student-teacher ratio
- Before and after-school sessions

All Academic Intervention Services are provided by certified, highly-qualified teachers.
Parental Notification and Involvement
Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students.

The parent/guardian will be notified, in writing, by the building principal that the student requires Academic Intervention Services.

This commencement notification will include:

- The reason the student requires such services;
- A summary of the services to be provided; and
- The consequences of not achieving the expected performance levels.

When services are to be discontinued, the parent/guardian of the student will be notified, in writing, by the building principal. This notice will:

- Include the criteria used for terminating the service;
- Indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents may not refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

Monitoring Student Progress
At a minimum, the school will provide parents/guardians with the following:

- Reports on the student’s progress at least once each quarter by mail, telephone, telecommunications, or other means;
- Opportunity to consult with the student’s regular classroom teacher(s), and other professional staff providing Academic Intervention Services, at least once per semester during the regular school year;
- Information on ways to work with their child to improve achievement.
# Academic Intervention Services
## Instructional Support
### Sixth-Eighth Grade

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<td>- Work samples</td>
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*= entry and exit criteria may work alone or in combination with other criteria*
## Academic Intervention Services
### Instructional Support
#### Ninth-Twelfth Grade

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- Classroom- and/or program-based assessments and performance  
- Work samples  
- Student records/report card grades and final average  
- New entrant screening  
- Gates-MacGinitie  
- Teacher recommendation  
- Midterm or final examination performance  
- Previous year’s English grade below 65  
- Levels below NYSED scale scores on the NYS ELA assessment | - Differentiated instructional strategies  
- Differentiated homework  
- In-class flexible grouping  
- Reading support services  
- Extended English class every other day  
- Extra help  
- Parent outreach/education  
- Regents review (when applicable)  
- Online credit recovery  
- National Honor Society peer tutoring | - Levels above NYSED scale scores on the NYS ELA assessment  
- Progress monitoring in class  
- Teacher recommendation  
- Coordinator recommendation  
- English final grade above 75 for the year |
| **Mathematics** | - Regents exams  
- Classroom- and/or program-based assessments and performance  
- Work samples  
- Student records/report card grades and final average  
- New entrant screening  
- Teacher recommendation  
- Midterm or final examination performance  
- Previous year’s Math grade below 65  
- Levels below NYSED scale scores on the NYS Math assessment | - Differentiated instructional strategies  
- Differentiated homework  
- In-class flexible grouping  
- Math lab  
- Extra help  
- Parent outreach/education  
- Regents review (when applicable)  
- Online credit recovery  
- National Honor Society peer tutoring | - Grade of 65 or above on most recent Regents exam  
- Progress monitoring in class  
- Teacher recommendation  
- Coordinator recommendation  
- Math final grade above 75 for the year |

*= entry and exit criteria may work alone or in combination with other criteria*
Definitions of Terms

**Academic Intervention Program** – a program designed to give additional support to students who are at-risk of not meeting the New York State standards.

**Integrated Co-Teaching (ICT)** – This model is a general education support that is open to both general education students and special education students who are struggling in core content area subjects. The class is offered during the school day. ICT provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher to assist in adapting and modifying instruction. This model ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met, including meeting alternate curriculum goals.

**Instructional Support Team (IST)** - The team may be comprised of administrators, teachers, the school psychologist, a guidance counselor, and relevant support personnel. A student is recommended to the team by the teachers, counselors, administrators, and support personnel. The primary function is to identify remediation strategies and make instructional recommendations to be used in the classroom setting. Classified students can also be recommended to the team to discuss further modification to their academic program. The team may suggest further testing at this meeting.

**New York State Education Department Regulations Definition**

[http://www.emsc.nysed.gov//part100/pages/1001.html#g](http://www.emsc.nysed.gov//part100/pages/1001.html#g)

Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic Intervention Services are intended to assist students who are at-risk of not achieving the State learning standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.