

# West Seneca Central School District Academic Intervention Services



**2024-2025**

## **Academic School Year**

*Nurturing Our Full Potential*

### **Mission:**

We are an educational community that encourages kindness, inspires confidence, and instills the belief that together we can achieve anything.

### **We believe:**

- All children have the right to equitable opportunities that promote and support intellectual, emotional, physical, and social growth.
- High expectations are the foundation to limitless learning.
- Responsibility for oneself leads to responsibility for one another.
- Education requires the commitment of students, staff, caregivers, the Board of Education, and the community.

## **ACADEMIC INTERVENTION SERVICES**

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in ELA, Mathematics, Social Studies and Science in grades K-12.

The District believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures, so that they may be successful in meeting the New York State Learning Standards. It is imperative that we address the changing needs of our diverse student population.

These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services needed to address barriers to improve academic performance.

***The Academic Intervention Plan will be reviewed annually, and may be revised to meet emerging needs.***

### **District Resources**

Intervention services are based on individual student needs as determined by data from multiple measures. Resources to support the program are varied and may include the following:

- Professional Learning
- Chief Information Officer – data collection
- MTSS Teams at each building
- Pupil Personnel Staff
- Inter-agency cooperation (i.e. community and schools)
- Family Home visits
- Open House programs
- Parent conferences and parent organizations
- Transitional Services (Access VR, Parent Network of WNY)
- Summer programs
- School Resource Officer

## **Eligibility for Academic Intervention Services/Response to Intervention**

Eligibility for intervention services will be determined using multiple measures. This includes but is not limited to universal screening measures, NYS assessments, and other evidence-based tools that are strong predictors of student success. Among those tools are:

- New York State English as a Second Language Achievement Test (NYSESLAT)
- Benchmark and lesson-embedded assessments for reading and mathematics (Benchmark Advance interim and unit assessments in reading and Beginning of year (BOY) and End of year (EOY) assessments in mathematics)
- Common formative assessments that provide information on students' skills
- Unit and lesson assessments for core instruction

For the 2024-25 academic school year, the following assessments and criteria will be used in determining eligibility for intervention services:

### **English Language Arts: Grades K-12**

<b>Grade</b>	<b>*Main Assessment(s)</b>	<b>Entry Criteria for AIS/RTI Services in ELA</b>	<b>Secondary Assessment and Criteria</b>
<b>K</b>	*iReady (Mid-Year assessment)	<ul style="list-style-type: none"><li>• Students determined as “At risk” as reflected in the data collected from the universal screening diagnostic tool</li></ul>	<ul style="list-style-type: none"><li>• *QSA</li><li>• Unit assessments</li></ul>
<b>1-2</b>	*iReady	<ul style="list-style-type: none"><li>• Students scoring 2 or more grade levels below average</li></ul>	<ul style="list-style-type: none"><li>• *QSA</li><li>• Unit assessments</li><li>• Other diagnostics as outlined in the MTSS plan</li></ul>
<b>3-5</b>	*NYS Assessments *iReady	<ul style="list-style-type: none"><li>• Students scoring below the designated cut point</li><li>• Students scoring 2 or more grade levels below average</li></ul>	<ul style="list-style-type: none"><li>• *QSA</li><li>• Unit assessments</li><li>• Other diagnostics as outlined in the MTSS plan</li></ul>
<b>6-8</b>	*NYS Assessments *iReady	<ul style="list-style-type: none"><li>• Students scoring below the designated cut point</li><li>• Students scoring 2 or more grade levels below average</li></ul>	<ul style="list-style-type: none"><li>• Other diagnostics as outlined in the MTSS plan</li><li>• *Unit and lesson assessment grades below 65% (midterms, quarter grades, final exams)</li></ul>
<b>9-12</b>	*NYS Assessments *NYS Regents *MAP (9th & 10th)	<ul style="list-style-type: none"><li>• Students scoring below the designated cut point (Grade 8 data)</li><li>• Students scoring below 65% on Regents exams</li><li>• Students scoring 2 or more grade levels below average</li></ul>	<ul style="list-style-type: none"><li>• *Unit and lesson assessment grades below 65% (midterms, quarter grades, final exams)</li></ul>

\* Indicates *REQUIRED* assessment(s).

## Math: Grades K-12

Grade	*Main Assessment	Entry Criteria for AIS/RTI Services in Math	Secondary Assessment and Criteria
<b>K-3</b>	*iReady	<ul style="list-style-type: none"> <li>Students determined as “At risk” as reflected in the data collected from the universal screening diagnostic tool</li> </ul>	<ul style="list-style-type: none"> <li>*Prior year end of year assessment (EOY) = overall less than or equal to 65%</li> <li>*Beginning of the year assessment (BOY): less than or equal to 50%</li> </ul>
<b>4-5</b>	*NYS Assessments* *iReady	<ul style="list-style-type: none"> <li>Students scoring below the designated cutpoint</li> <li>Students scoring 2 or more grade levels below average</li> </ul>	<ul style="list-style-type: none"> <li>*Prior year end of year assessment (EOY) = overall less than or equal to 65%</li> <li>*Beginning of the year assessment (BOY): less than or equal to 50%</li> </ul>
<b>6-8</b>	*NYS Assessments* *iReady	<ul style="list-style-type: none"> <li>Students scoring below the designated cutpoint</li> <li>Students scoring 2 or more grade levels below average (after beginning and midyear assessments)</li> </ul>	<ul style="list-style-type: none"> <li>*Unit and lesson assessment grades below 65% (midterms, quarter grades, final exams)</li> </ul>
<b>9-12</b>	*NYS Regents *MAP (Algebra 1)	<ul style="list-style-type: none"> <li>Students scoring below the designated cutpoint (Grade 8 data)</li> <li>Students scoring below 65% on Regents exams</li> <li>Students scoring 2 or more grade levels below average</li> </ul>	<ul style="list-style-type: none"> <li>*Unit and lesson assessment grades below 65% (midterms, quarter grades, final exams)</li> </ul>

*\*Indicates REQUIRED assessment(s).*

### 2024-2025 Scale Score Ranges (As noted in the 9.10.24 [NYSED Memo](#)) Median Scale Score between Level 2 and Level 3

Grade	ELA	Mathematics
3	441	437
4	440	440
5	441	441
6	440	440
7	441	440
8	440	443

## Science & Social Studies 9-12

Grade	*Main Assessment	Entry Criteria for AIS/RTI Services in Math	Secondary Assessment and Criteria
9-12	*NYS Regents Exams in Science and/or Social Studies	<ul style="list-style-type: none"> <li>Students scoring below 65% on Regents exams</li> <li>Students scoring two or more grade levels below average</li> </ul>	<ul style="list-style-type: none"> <li>*Unit and lesson assessment grades below 65% (midterms, quarter grades, final exams) in Science and/or Social Studies</li> </ul>

### Academic Intervention Services (AIS): High School Core Areas

#### 1. Focus Areas:

- ☐ Explicit vocabulary instruction
- ☐ Direct and explicit instruction in reading comprehension strategies
- ☐ Discussion of text meaning and interpretation
- ☐ Exam preparation through essential content learning
- ☐ Engagement in literacy learning

#### 2. Formal AIS will be provided and scheduled for the following classes:

- ☐ Algebra I
- ☐ Living Environment
- ☐ Earth Science
- ☐ Global 2
- ☐ US History
- ☐ ELA Regents

**NOTE:** Remediation for all other courses ending in Regents' or Local exams will be provided and scheduled by the classroom teacher. Formal AIS will be targeted at students who have or are at risk of failing a course as determined by the building level MTSS team.

### 3. AIS curriculum at the high school level will focus on the following components:

❑ **Vocabulary:** Teach Tier 2 (high frequency/multiple meaning) words, i.e, compare, complex, according to, etc) and Tier 3 (molecule, Pi, continent, simile, etc.)

→ Provide dedicated time for vocabulary instruction.

→ Use repeated exposure to the vocabulary through oral and written contexts with sufficient time for practice.

→ Allow time for practice with the vocabulary through discussion, writing, and reading excerpts that highlight the vocabulary.

❑ **Reading Comprehension:** Actively engaging students to utilize comprehension strategies in the texts they are reading.

→ Identify the strategies to utilize with students, i.e., main idea, author's purpose, theme, 5Ws

→ Teach students how to use the strategy through modeling, providing guided and independent practice, and discuss with students when and where they should apply the strategies.

→ Ensure students know that the goal of comprehension is to understand the content of the text.

→ Select text examples where students can apply the strategies, i.e., an informational piece of text and main idea.

→ Provide examples of how to apply the strategies to different texts, i.e. prose and poetry

→ Ensure the text is at an appropriate level, i.e. Barron's ELA Regents Review (for Regents Review) and Scholastic Scope (for ELA MAP skills)

❑ **Discussion:** Provide time for discussion of texts in small groups, or whole group with teacher guidance.

→ Select texts that are engaging and are able to be interpreted in more than one way.

→ Develop questions that can stimulate discussion and allow students to think reflectively.

→ Ask follow-up questions that help to provide continuity and/or extend the discussion.

→ Provide tasks/discussion formats to discuss text in small groups. Developing a discussion protocol so students know the expectations.

❑ **Writing:** Provide time for writing of texts in small groups, or whole group with teacher guidance.

→ Select prompts that are engaging and are able to be interpreted in more than one way, i.e. from Barron's ELA Regents Review text, *Scholastic Scope* magazines (for MAP ELA), or other high-interest writing prompts (for MAP ELA)

→ Compare/contrast student's historical data/essay with NYS Regents Exemplars to identify areas for improvement (for

Regents ELA)

- Model written text with Regents ELA exemplars and/or mentor texts (for Regents ELA)
- Scaffold the writing process with graphic organizers
- Provide high interest, low-stakes writing tasks to develop stamina and voice (MAP ELA)

❑ **Math Skills:** Provide students with opportunities to practice and build upon the basic foundational skills.

- Students will be given MAP Assessments when placed in AIS to identify topics needed to review.
- Students and teachers will reflect upon MAP data to determine needs and utilize IXL to address the needs.
- Individual or small group lessons will address content strands.
- Repeat MAP testing and progress monitoring throughout the school year.
- Reteach and reassess as needed.
- Barron's Regents Review book will be used.
- Reinforce learning with Regents questions.

❑ **Exam Preparation:** Provide students with opportunities to master the essential learning from the course with the expectation of regular practice.

- Identify and utilize the strategies you have taught the students as they apply them to the test.
- Have students review their answers in small groups, explaining their thinking for the answers they selected PRIOR to reviewing with them as a larger group.
- Highlight key vocabulary from the tests to add to their lists of "Need to know."
- Do a close read of any passages from the test, individually and then in small groups.

❑ **Engagement with Literacy:** Create literacy experiences that are relevant to students' interests, everyday lives, or current events.

- Provide students with explicit feedback about their progress.
- Allow for students to set their own goals and evaluate their progress towards those goals. (In alignment with the District Comprehensive Improvement Plan, DCIP)
- Allow for student choice, in particular reading and writing activities, i.e., topics, forms of communication, etc. for greater ownership over learning.
- Provide for cross-curricular connections, connections between strategies (comprehending/interpreting) when possible.

## **Academic Intervention Support (AIS) Services**

Decisions related to the *frequency and intensity* of AIS will be made by teachers, counselors, building administrators, directors, and other support personnel based on individual student needs. An analysis of student data will be used in making a recommendation for intervention services. Data reviews will carefully focus on student performance relative to specific grade level performance indicators, key ideas and concepts in the targeted content areas. Examples of services may include, but are not limited to:

- Building-based Response to Intervention/Student Support teams
- Scheduling options, including additional class time
- Computer Assisted Instruction
- Individualized and Small Group Instruction
- Before-school, After-school, and/or Summer Programs
- Flexible grouping
- Instructional Modifications
- Study Skills programs
- School-to-work Programs / Career Days / Transition Programs
- Teacher/Counselor monitoring
- Attendance improvement counseling
- Family related counseling
- Health and Nutritional related counseling
- Mobility and transfer related services
- Speech, Occupational, and Physical therapies
- Early intervention
- Parent/Teacher groups
- Parent Conferences
- Character Educational Programs
- Student Ambassador Programs

Additionally, instructional approaches and scheduling options needed to meet the range of intensity and services required by AIS will be reviewed annually by the building principal and the building RtI Team.



## **Academic Intervention Services (AIS) Reporting Procedures**

### ***Procedures for Parent Notification:***

Each district school will be responsible for parental notification indicating a need for Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress. When intervention services are discontinued, the parent will be notified of the criteria for discontinuation of services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

### ***Student Progress Reports:***

Quarterly reports (MS & HS) and tri annual reports (elementary schools) will document the progress of each student. The information contained therein may be used to determine when the student warrants being discontinued from intervention services.

### ***Criteria for Continuation of Services or Discontinuation of Services:***

If a student has not successfully met the NYS Standards and/or local criteria in the specific area of deficiency, the student will continue to receive services.

Students will be eligible for discontinuation of Academic Intervention Services when the student has successfully attained the NYS standards or met local district criteria in the specific area of deficiency.

***State Assessments:*** Level 3 or passing grade on Regents Examinations

***Local Assessments/Measures:*** Determined individually, with evidence of competency in course level work