

# Academic Intervention Plan

2016-17

Depew Union Free School District



## Depew Union Free School District Mission Statement

The Depew Union Free School District's purpose is to challenge and inspire students to achieve at the highest level and become responsible citizens

### Depew UFSD Belief Statements

We Believe...

- All students can learn
- Literacy is essential for all learning
- Good character and a healthy lifestyle enrich student well-being
- Individual student needs must be met through caring classrooms and engaging instruction
- Parental involvement and support enhance a child's ability to succeed
- Effective communication is essential for success
- Students must be prepared to adapt to an ever-changing world
- Excellence in our schools requires significant and continuing commitment of human and financial resources.

### Academic intervention services

Academic intervention services are intended to assist students who are at risk of not achieving proficiency in the Common Core Learning Standards in English Language Arts and/ or Mathematics, and the NYS Learning Standards in 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. The elementary and intermediate NYS Assessments have four designated proficiency categories:

- **Level 1**  
Students performing at this level are well-below proficient in standards for their grade. They demonstrate limited knowledge, skills and practice embodied by the NYS P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered insufficient for the expectations at this grade.
- **Level 2**  
Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations at this grade.
- **Level 3**  
Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered sufficient for the expectations at this grade.
- **Level 4**  
Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered more than sufficient for the expectations at this grade

According to the New York State Education Dept. students who score below the median scale score between Level 2 and Level 3 (shaded column below) are identified as eligible for AIS. Districts must then apply local measures to determine which students receive AIS. In the 2016-17 school year, the following score ranges have been determined by NYSED:

**Grades 3-8 ELA Scale Score Ranges by Performance Level and  
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300

**Grades 3-8 Mathematics Scale Score Ranges by Performance Level and  
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

Students who score below the median scale score between level 2 and level 3 (see shaded column in tables above) are identified as eligible for AIS. Districts must then apply local measures to determine which students shall receive AIS. These multiple measures may include, but are not limited to, the following:

**The District will identify students for AIS through a two-step process:**

1. All students performing at or below the median cut point scores released by NYSED (between a Level 2/ Partially Proficient and a Level 3/Proficient) are identified as eligible for AIS.
2. Upon identification of a student for consideration for AIS, the District will use a District-developed procedure, to be applied uniformly at each grade level, determining which students will receive AIS. Additionally, the District will consider the student's scores on multiple measures of student performance.

Additionally, the District maintains the option to make a determination that a student who scores above the cut score for eligibility for AIS may receive the service.

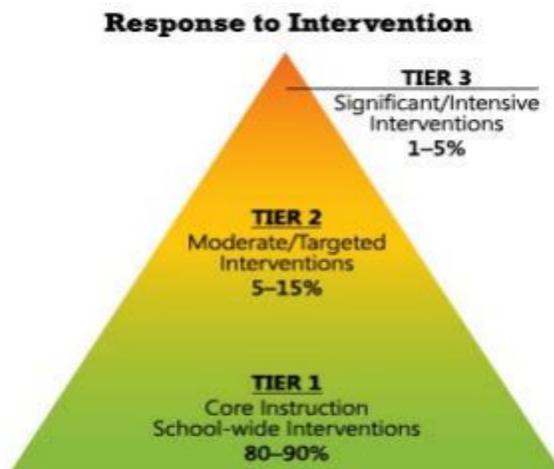
## Depew Union Free School District AIS Multiple Measures include:

- All students performing at or below the median cut point released by NYSED will be progressed monitored at the end of each benchmarking period in ELA and Math.
- Determination of AIS services at each building will use a variety of multiple measures (outlined below) to determine if AIS services are needed.

The services for a particular student will vary in intensity based on the student's needs as enumerated by these assessments as well as other information about the student's performance including the following:

1. NY State Grades 3-8 ELA/Math Assessments
2. Developmental Reading/Math Assessments:
  - a. STAR Early Literacy Reading Levels (Grades K-1) three cycles per year
  - b. STAR Reading/Math Levels (Grades 2-11) three cycles per year
  - c. Guided Reading Assessments (Grades K-5)
  - d. Read 180 scores (Grades 6,7, 8)
  - e. Aimsweb Plus (Test of Early Literacy and Test of Early Numeracy (Grades K-1) three cycles per year
3. Teacher recommendations based on classroom work samples/observations
4. NYS English as a Second Language Test (NYSESLAT)
5. Benchmark and lesson-embedded assessments for reading and mathematics (Grades K-11), based on teacher designed assessments
6. Common formative assessments (Grades K-11)
7. Results of diagnostic and/or psychological evaluations based on a variety of assessments and inventories (ie.PASI/PSI Screening Inventories (Grades K-5)

This utilization of multiple measures, coupled with RTI (Response to Intervention <http://www.rtinetwork.org>) discussions/evaluations, will inform the student plan. The following graphic outlines the continuum of RTI services and procedures:



In addition to academics, the plans may consider and address barriers to student progress including attendance problems, discipline problems, health and nutrition-related issues, family challenges, etc. The Depew UFSD has had an established history of K-12 RTI teams. In the District, RTI/SST teams are established, consisting of counselors, teachers (general and special education), school support personnel (school psychologist, social workers, etc.), school nurse (if needed) and building administrators. These teams meet regularly to consider students to be placed in AIS services, as well as other placements within the school community. The following process is uniformly followed throughout the District:

1. Step 1 – Identification of student weakness/challenge by teacher, counselor, or administrator.
2. Step 2 – Targeted Tier 1 intervention in the classroom. The teacher(s) track the effectiveness of the interventions and charts student progress.
3. Step 3 – If the student does not show improvement with Tier 1 interventions, the teacher/counselor/ administrator completes an RTI referral form.
4. Step 4 – The RTI Team (Child Study) meets to review request and associated data (e.g., STAR scores, PASI/PSI scores, formative and summative assessment results, reading levels, classwork samples, etc.). Interventions and possible strategies are discussed and recommended and documented. At the Elementary levels, teachers are invited to the meeting. and parents are informed of the meeting. At the Middle and High School levels, students, parents and teachers are invited to participate.
5. Step 5 – Research-based Tier 2 or Tier 3 interventions are conducted for a determined period of time (6 weeks or marking period), which can be adjusted based on student progress and need.
6. Step 6 – A report is given to the RTI team on each student, following the conclusion of the intervention period.
7. Step 7 – Interventions that are helping the student improve are continued. Changes in interventions are made where appropriate. A referral for special education screening may be made if multiple interventions do not assist the student in achieving success.

Academic Intervention Services will be initiated as soon as possible following a determination that a student needs such services. Student progress will be regularly assessed to determine their continued need for services. When students leave their classroom for AIS, they may miss instruction delivered in their absence. The Depew UFSD believes that it is to the student's advantage to remain in their classroom, when appropriate, participating in full class instruction, and applying differentiation as appropriate to their individual needs.

Academic intervention services will be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student's IEP. Services are provided in addition to special education services. These services can be provided by the classroom teacher, AIS teacher, counselors, and/or special education teachers.

## **Parental Notification and Involvement**

Parents/guardians play a vital role in the academic success of their children. The Depew UFSD is committed to establishing a strong partnership with parents to ensure academic success for all students.

The regulations require that the parent or guardian of each such student shall be notified, in writing, by the building principal, of the academic intervention services to be provided to the student, the reason(s) the student needs such services, and the consequences of not achieving expected performance levels. When services are to be discontinued, the parent or guardian of the student will be notified, in writing, by the building principal. Both of these letters will be mailed home to parents.

This notice will include the criteria used for terminating the service, indicating the performance levels achieved on district and/or Common Core assessments. It is the responsibility of the district to place students in Academic Intervention Services and to monitor their progress in the program.

It is expected that students placed in services will participate in those services.

The school will provide parents or guardians with the following:

- Reports on the student's progress at least once each quarter (trimester at Cayuga Elementary) by mail, telephone, email, or other means.
- Opportunity to consult with the student's regular classroom teacher(s) and other professional staff providing Academic Intervention Services.
- Information on ways to work with their child to improve achievement.