

Niagara Wheatfield Central School District

Description of Academic Intervention Services

INTRODUCTION

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. 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 student's individualized education program.

The Niagara Wheatfield Central School District, located in Niagara County, has an approximate student enrollment of 3,700 pupils. The District believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention so that they may achieve success in meeting the New York State Learning Standards. The following District Description of Academic Intervention Services (AIS) includes criteria for eligibility, and two (2) components of AIS:

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

Services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.

Eligibility for Academic Intervention Services

Eligibility for AIS services may be determined by State assessment results and/or district assessments of student learning.

State Assessments

Students in grades 4-8 will be eligible for AIS if they score below the designated performance level on the Elementary or Intermediate State assessments in ELA, mathematics, science or social studies.

Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies.

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District Procedures

In grades where no State assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The district procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

The following pages outline the criteria that will determine eligibility, exit criteria, description of available services, frequency and duration of services, and title of personnel who will be designated to provide these services.

Possible Range of Support Services

Students who qualify for academic intervention services should also be considered for support services. Coordination of services, based on individual need, could include intervention targeting:

- Attendance
- Discipline
- Family-related
- Health
- Nutrition
- Communication
- Fine motor

Possible support available from Niagara Wheatfield personnel include:

- Counseling
- Monitoring of progress
- Regular Parent communication
- Collaboration with external support
- Referrals for additional support
- Behavioral intervention
- Inclusion in extra-curricular activities
- Problem-solving through child study teams
- Intervention by school psychologist, social worker counselor
- Participation in school-sponsored wellness activities
- Fine motor intervention
- Speech and language intervention

Student Progress Reports

Student progress will document progress of students and determine when the student warrants being discontinued from AIS. Trimester progress reports will be sent to parents describing the nature and intensity of service provided, how the service was

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provided and by whom, and the reasons for continuation or discontinuation of the AIS, including State assessment data and the measures of evidence used in the district procedure.

Procedures for Parent Notification

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 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 through trimester/quarterly written reports, parent conferences or consultations, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

Criteria for Ending AIS Standard Forms

Academic Intervention Services will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning services.

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 such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

This must be determined individually for each student based on need.

ACADEMIC INTERVENTION SERVICES

Elementary Procedures

The FAST Early Reading and FAST Early Math Assessments (Grades K-1) or FAST Reading and Math Assessments (Grades 2-5) are given to all students in the district in grades K-5 to identify academic strengths and weaknesses. These assessments are given in the fall, winter, and end of year. Each benchmark period teachers, administrators, math specialists and reading specialists meet to discuss the results of these assessments. Based on the results of these assessments, students are selected to work in an Rtl Intervention Group. Once selected for an Rtl Intervention Group, students will receive 5 - 60 minutes of intensive, targeted instruction based on his/her area of need 2-5 days a week. Depending on a child's area of need, he/she may receive services from the classroom teacher, another classroom teacher in the grade level, or a literacy/math specialist. Rtl is intended to be a proactive approach to make sure a child's learning is solidified in all areas across a grade level. Students in Rtl will be assessed biweekly or weekly to monitor progress. If a student does not make progress, he/she will be referred to a Child Study Team (CST). The Child Study Team (CST) is a 'learning support' umbrella structure that brings together all support service providers at a school building. Its function is to develop and monitor programs and resources that enhance prevention and intervention efforts contributing to student success. The CST focuses on referred students, and coordinates respective programs, services, and interventions to promote student success. The CST team creates an Action Plan for each referred student which documents the student goals for improvement including interventions, persons responsible, and method of progress monitoring. The Action Plan provides a clear outline of all supports in place for the student and the skills that will be targeted. Upon the follow-up review, the Action Plan provides the basis for evaluating the student's progress.

ACADEMIC INTERVENTION SERVICES

GRADE – KINDERGARTEN

AREA OF STUDY – LITERACY

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST Early Reading (composite score based on three subtests)	15 th Percentile or below: Strategic Intervention	Above the 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out Service with Literacy Specialist
3. Speech Improvement

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist
- Speech and Language Pathologist
- English as a Second Language Teacher

ACADEMIC INTERVENTION SERVICES

GRADE – KINDERGARTEN

AREA OF STUDY – MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST Early Math - Winter (composite score based on three subtests)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out Service with AIS Math Teacher

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Math Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 1

AREA OF STUDY – LITERACY

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST Early Reading (composite score based on three subtests)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Phonic Decoding Assessment (Reading Writing Project Network)	Below grade level	On or above grade level

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out Service with Literacy Specialist
3. Speech Improvement

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist
- Speech and Language Pathologist

ACADEMIC INTERVENTION SERVICES

GRADE 1

AREA OF STUDY – MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST Early Math (composite score based on three subtests)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out Service with AIS Math Teacher

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 2

AREA OF STUDY – LITERACY

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: RCBM	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Push-In/Pull-out Service with Literacy Specialist

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist
- Speech and Language Pathologist

ACADEMIC INTERVENTION SERVICES

GRADE 2

AREA OF STUDY – MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Math	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: Automaticity	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

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GRADE 3

AREA OF STUDY – LITERACY

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: RCBM	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Unit Assessments	1-2 levels below grade level	On or above grade level
Words Their Way	Spelling Inventory Stage Score below expected range for grade level	Spelling Inventory Stage Score at/above grade level range

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Push-In/Pull-out Service with Literacy Specialist

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist
- Speech and Language Pathologist

ACADEMIC INTERVENTION SERVICES

GRADE 3

AREA OF STUDY – MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Math	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: Automaticity	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 4

AREA OF STUDY – LITERACY

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 3 New York State English Language Arts Assessment	Score 1 or 2	Score 3 or 4 on Grade 4 New York State ELA Assessment
Unit Assessments	1-2 levels below grade level	On or above grade level
FAST Auto Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST A-Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Words Their Way	Spelling Inventory Stage Score below expected range for grade level	Spelling Inventory Stage Score at/above grade level range

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Push-In/Pull-out Service with Literacy Specialist

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 4

AREA OF STUDY – MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Math	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: Automaticity	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Grade 3 New York State Math Assessment	Use state cut score	Score 3 or 4 on Grade 4 New York State Assessment

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 5

AREA OF STUDY – ENGLISH LANGUAGE ARTS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 4 New York State English Language Arts Assessment	Score 1 or 2	Score 3 or 4 on Grade 5 New York State ELA Assessment
Unit Assessments	1-2 levels below grade level	On or above grade level
FAST Auto Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST A-Reading	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Words Their Way	Spelling Inventory Stage Scores that fall below expected range for grade level	Scores within spelling stages for grade level expectations

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Push-in/Pull-Out Service with Literacy Specialist

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 5

AREA OF STUDY - MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
FAST: A-Math	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
FAST: Automaticity	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)
Grade 4 New York State Math Assessment	Use state cut score	Score 3 or 4 on Grade 5 New York State Assessment

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Push-In/Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

1 to 5 times per week (individual or group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 5

AREA OF STUDY - SCIENCE

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Unit Assessment	Use state cut score	TBD

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring

FREQUENCY OF SERVICE:

1 to 5 times per week (group) 15-30 minutes

DURATION OF SERVICE:

13 weeks, 26 weeks, or 39 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 6

AREA OF STUDY – ENGLISH LANGUAGE ARTS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 5 New York State ELA Assessment	Score 1 or 2	Score 3 or 4 on Grade 6 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Reading (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Pull-out/Push-in Service with Literacy Specialist

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 40 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 6

AREA OF STUDY - MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 5 New York State Math Assessment	Score 1 or 2	Score 3 or 4 on Grade 6 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Math (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 40 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 7

AREA OF STUDY – ENGLISH LANGUAGE ARTS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 6 New York State ELA Assessment	Score 1 or 2	Score 3 or 4 on Grade 7 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Reading (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Pull-out/Push-in Service with Literacy Specialist

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 40 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 7

AREA OF STUDY - MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 6 New York State Math Assessment	Score 1 or 2	Score 3 or 4 on Grade 7 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Math (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 8

AREA OF STUDY – ENGLISH LANGUAGE ARTS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 7 New York State ELA Assessment	Score 1 or 2	Score 3 or 4 on Grade 8 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Reading (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Computer Assisted Instruction
3. Pull-out/Push-in Service with Literacy Specialist

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- Reading Specialist

ACADEMIC INTERVENTION SERVICES

GRADE 8

AREA OF STUDY - MATHEMATICS

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Grade 6 New York State Math Assessment	Score 1 or 2	Score 3 or 4 on Grade 7 New York State Assessment
IXL	64%	80%
Local Assessments	64%	80%
FAST Math (OPTIONAL)	15 th Percentile or below: Strategic Intervention	Above 15 th Percentile (for the district)

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring
2. Pull-out with AIS Math Teacher
3. Computer Assisted Instruction

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher
- AIS Math Teacher

ACADEMIC INTERVENTION SERVICES

GRADE 8

AREA OF STUDY - SCIENCE

WHICH MEASURES WILL BE USED TO DETERMINE A CHILD AS “AT RISK” OF NOT MEETING STATE STANDARDS AS FIRST MEASURED BY THE GRADE 4 OR 5 ASSESSMENT?

NAME OF ASSESSMENT INSTRUMENT	“CUT SCORE”	EXIT CRITERIA
Local Assessments	64%	80%

DESCRIPTION OF SERVICES AVAILABLE:

1. Teacher Monitoring

FREQUENCY OF SERVICE:

2 to 3 times per week (individual or group) 15-60 minutes

DURATION OF SERVICE:

10 weeks

TITLES OF PERSONNEL WHO WILL PROVIDE SERVICES:

- Classroom Teacher
- Special Education Teacher

ACADEMIC INTERVENTION SERVICES



Niagara Wheatfield Central School District

Administrative Offices, P.O. Box 309, Sanborn, NY 14132

Phone: (716) 215-3000 Fax: (716) 215-3039

Sample Parent Notification

Dear (**Name of Parent/Guardian**):

The New York State Education Department has mandated schools to provide Academic Intervention Services to students believed to be in jeopardy of not succeeding on the

_____ (**State Test Name**). Based upon _____

(**child's name**) progress in _____ (**Course/Subject Name**) as evidenced by _____ (**Test Name or Other Reason**), has been

identified as a student in need of Academic Intervention Services in the area of

_____ (**Subject/Support**). Attached are the results of testing

and/or concern(s) which were used to determine your child's need. Please take a moment to review this material. If you have questions about these results, please call

_____ (**Name**) at _____ (**Phone Number**).

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies, and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Services is being recommended at this time to better prepare your child to meet these standards.

The services, which will be offered to _____ (**Student's Name**), include:

- List Services
- Frequency
- Times
- Locations
- Instructor's Name

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,

ACADEMIC INTERVENTION SERVICES



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Sample Continuation of AIS

Dear (**Name of Parent/Guardian**):

_____ (**Student's Name**) has been recommended to continue receiving Academic Intervention Services through the following program(s):

Your child will continue to receive Academic Intervention Services based on the following criteria: (List criteria/rationale)

_____ (**Name of Staff Member**) will be responsible for providing the above-named Academic Intervention Services. _____ (**Student's Name**) will be scheduled to receive (**List Service(s), Add Times, etc.**).

If you have any questions, please contact (name of staff member/telephone number).

Sincerely,

ACADEMIC INTERVENTION SERVICES



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Sample Discontinue AIS

Dear (**Name of Parent/Guardian**):

We are pleased to inform you that _____ (**Student's Name**)
has completed _____ (remediation course) from
_____ (dates). Your child was originally placed in Academic
Intervention Services due to (list criteria).

_____ (name of testing and/or teacher recommendation)
shows that he/she has obtained the competencies necessary to perform at an
acceptable level for his/her grade at this time.

Attached you will find the exit criteria for _____ (AIS provided). If you
have any questions, please contact _____ (name of staff
member/ telephone number).

Sincerely,

ACADEMIC INTERVENTION SERVICES



Niagara Wheatfield Central School District

Administrative Offices, P.O. Box 309, Sanborn, NY 14132

Phone: (716) 215-3000 Fax: (716) 215-3039

Sample Discontinue RTI

Dear (**Name of Parent/Guardian**):

This letter is to inform you that your child, _____ (**Student's Name**), has made adequate progress in his/her Response to Intervention group. Because of this progress, he/she will no longer receive formal Response to Intervention services in the area of _____.

Students are benchmarked using FAST Early Reading and Math (K-1), FAST Reading (2-5), and FAST Math (2-5) three times a year (September, January, and June). Following each benchmark assessment, student results are reviewed. If on the next benchmark assessment your child's data reveals that he/she is at risk in a certain area, we will notify you that your child is once again eligible for Response to Intervention services.

If you have any questions, please feel free to contact the school.

Sincerely,

ACADEMIC INTERVENTION SERVICES



Niagara Wheatfield Central School District

Administrative Offices, P.O. Box 309, Sanborn, NY 14132

Phone: (716) 215-3000 Fax: (716) 215-3039

Sample Quarterly Report

Dear (**Name of Parent/Guardian**):

We have now completed the _____ quarter. During this past ten weeks, your child has received support services. These support services include work in the areas of:

An additional piece of support is monitoring your child's progress. After reviewing his/her quarterly grades, your child:

- _____ Demonstrates competency
- _____ Is improving
- _____ Needs to improve

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher.

If you have any questions or concerns, please contact the school at _____ to set up a parent conference.

Sincerely,

ACADEMIC INTERVENTION SERVICES

Niagara Wheatfield Elementary Schools AIS Math Progress Documentation

Date:**Period:**

Student Name:	AIS Math Teacher:
Classroom Teacher:	

Math Area of Focus: (An “X” indicates that this area was addressed during this RTI period)

Fact Automaticity	Problem Solving	Computational Fluency	Vocabulary	Conceptual Understanding

Intervention/Strategies Implemented	Response to Intervention				
Mastering Basic Facts research-based strategy by Otter Creek (Rocket Math)	Level Completed: <table border="1"> <tr> <td>Student is making adequate progress in the fact fluency intervention</td> <td></td> </tr> <tr> <td>Student is making minimal progress in the intervention</td> <td></td> </tr> </table>	Student is making adequate progress in the fact fluency intervention		Student is making minimal progress in the intervention	
Student is making adequate progress in the fact fluency intervention					
Student is making minimal progress in the intervention					
Multiplication Fact Automaticity	<i>Please encourage your child to practice their math facts each night.</i>				

ACADEMIC INTERVENTION SERVICES

Place Value SLOT (Spaced Learning Over Time)	<table border="1"> <tr> <td data-bbox="820 279 1286 384"> Core Concepts in Place Value Understanding </td><td data-bbox="1286 279 1427 384"></td></tr> <tr> <td data-bbox="820 384 1286 531"> Forms of Numbers (i.e. Standard, Expanded, Written, and Unit Form) </td><td data-bbox="1286 384 1427 531"></td></tr> <tr> <td data-bbox="820 531 1286 709"> Understanding Equivalency Across Place Values (i.e. 10 ones=1 ten; 10 tens=1 hundred, etc.) </td><td data-bbox="1286 531 1427 709"></td></tr> </table>	Core Concepts in Place Value Understanding		Forms of Numbers (i.e. Standard, Expanded, Written, and Unit Form)		Understanding Equivalency Across Place Values (i.e. 10 ones=1 ten; 10 tens=1 hundred, etc.)	
Core Concepts in Place Value Understanding							
Forms of Numbers (i.e. Standard, Expanded, Written, and Unit Form)							
Understanding Equivalency Across Place Values (i.e. 10 ones=1 ten; 10 tens=1 hundred, etc.)							
Schema-Based Instruction							
Outlook	<table border="1"> <tr> <td data-bbox="820 1119 1286 1224"> Continued Concepts in Place Value Understanding </td><td data-bbox="1286 1119 1427 1224"></td></tr> <tr> <td data-bbox="820 1224 1286 1360"> Multi-digit Computation Across the Four Operations (+, -, x, ÷) </td><td data-bbox="1286 1224 1427 1360"></td></tr> <tr> <td data-bbox="820 1360 1286 1465"> Problem Solving Strategies - Change and Group </td><td data-bbox="1286 1360 1427 1465"></td></tr> </table>	Continued Concepts in Place Value Understanding		Multi-digit Computation Across the Four Operations (+, -, x, ÷)		Problem Solving Strategies - Change and Group	
Continued Concepts in Place Value Understanding							
Multi-digit Computation Across the Four Operations (+, -, x, ÷)							
Problem Solving Strategies - Change and Group							

ACADEMIC INTERVENTION SERVICES

Behavior	
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ACADEMIC INTERVENTION SERVICES

**Niagara Wheatfield Elementary Schools
RtI Progress Report**

Date:

Student Name:	RtI Teacher:
Grade:	Classroom Teacher:
Dates of Intervention:	
Group Size:	Frequency:
Attendance:	

Intervention	Student Response to Intervention

Terminology in Academic Intervention Plan

Running Records	leveled reading passages used by teachers to assess reading progress; students read out loud to teachers.
Qualitative Reading Inventory (QRI)	a standardized informal reading inventory utilized to determine a student's reading level on both expository and narrative passages.
DBQ	document-based question; an assessment requiring students to read several authentic sources and synthesize, analyze and evaluate the information in a written response.
SPP	Student Performance Portfolio; a series of local assessments utilized to assess student progress toward meeting/exceeding N.Y. State Learning Standards.

ACADEMIC INTERVENTION SERVICES



Niagara Wheatfield Central School District

Administrative Offices, P.O. Box 309, Sanborn, NY 14132

Phone: (716) 215-3000 Fax: (716) 215-3039

Dear Parent/Guardian:

New York State Education Department mandates that any student scoring below a specific cut off number on the Math and/or ELA State test, administered last school year, be provided some level of Academic Intervention Service. At this time we are providing one or more of the following types of support in order to assist your child in making progress in one of both of these core subjects:

- Monitoring classroom work and performance
- Differentiated small group classroom instruction
- Response to Intervention Services (Tier 1,2, or 3)
- Literacy Specialist Support

Please contact your child's classroom teacher if you are concerned regarding your child's current progress in Math and/or ELA.

Sincerely,



Niagara Wheatfield Central School District

Administrative Offices, P.O. Box 309, Sanborn, NY 14132

Phone: (716) 215-3000 Fax: (716) 215-3039

Notification of Response to Intervention (Rtl) Services

Your child has recently completed the FAST Early Literacy Assessment (Grades K-1) or FAST Reading and Math Assessments (Grades 2-5), which is given to *all* students in the district in grades K-5 to identify academic strengths and weaknesses. Based on the results, your child has been selected to work in an Rtl Intervention Group. When working with the Rtl Intervention Group, your child will be receiving 30 minutes of intensive, targeted instruction based on his/her area of need 4-5 days a week. During this 30-minute block of time, all classroom teachers at your child's grade level will be providing such instruction. This means that, depending on your child's area of need, he/she may receive services from the classroom teacher, another classroom teacher in the grade level, or a literacy specialist. Receiving Rtl services does not necessarily mean that your child is below grade level. Rtl is intended to be a proactive approach to make sure a child's learning is solidified in all areas across a grade level. Below are the specifics pertaining to your child. If you have any questions, please feel free to contact us using the information below.

Child's Name: _____

Area of Targeted Instruction: _____

Name of Rtl Interventionist: _____