

**Academic Intervention Services
Islip Public Schools
2007-2009**

District: Islip
BEDS Code: 580502020000
Superintendent: Alan Van Cott
Address: 215 Main Street
Islip, New York 11751
Phone: (631) 859-2209
Fax: (631) 859-2224
E-mail: avancott@islipufsd.org
Years Plan is in effect: 2007-2009
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of Education**

Academic Intervention Service

Academic Intervention Services are designed to help students who are struggling to achieve the learning standards in English Language Arts and mathematics K-12; and social studies and science in grades 4-12. Generally the services for these students include:

- Extra instructional time to assist students in the subject areas where deficiencies have been demonstrated.
- Differentiated programs that use a variety of instructional strategies.
- Support services to help students overcome obstacles that affect learning (i.e. attendance, family and/or health issues, discipline problems).

In August of 2007 the Islip Board of Education adopted a document titled, “This We Believe...A School District of Quality.” This blueprint serves as a filter in which to view the five essential components of a school district: *district organization, community relationships, student achievement and well being, human resources, and a well managed school district*. This document mostly impacts three of these five components. They are: *community relationships* as this plan encompasses parental involvement, *student achievement and well-being*, and *human resources* as this plan impacts staff development.

Criteria for Academic Intervention Service

The Academic Intervention Program is designed as a support system for students at all levels. At each grade level, multiple measures are used to determine eligibility. Again, in the Islip document, “This We Believe,” it is stated “assessment systems ensure accuracy and reliability by gathering multiple and varied assessment data anchored by tasks that require students to use their learning and display their understanding.”

Academic Intervention Services must be made available to students with disabilities on the same basis as nondisabled students, provided that the services are consistent with the student’s Individualized Education Program (IEP) pursuant to Education Law section 4402 (8NYCRR§100.1).

In kindergarten, an Early Literacy Profile (ELP) is completed in October and May. The ELP is designed to provide information on various aspects of literacy development—reading, writing, speaking, and listening. This assessment presents reading, writing, speaking, and listening on a continuum of development. Student growth is measured against this initial benchmark. The Boehm Test of Basic Concepts is also administered in October. This assessment measures knowledge of fifty basic concepts most frequently occurring in kindergarten and first grade. These include relational concepts such as through, under, over, and between. Following the completion of these assessments, results are discussed.

The principal, reading teachers, classroom teachers, school psychologist, and social worker comprise a building Instructional Support Team (IST). This team meets regularly and discusses assessment results and classroom performance. Under the auspices of the reading teachers, teacher assistants work within the kindergarten classroom setting with small groups of children in need of assistance.

In first grade, the Early Literacy Profile is given in October and May. The ELP is most helpful when the evidence of student performance spans the period of a school year. Beginning January of 2008, the Fountas & Pinnell Benchmark Assessment System will also be used to monitor the progress of students receiving direct and indirect services. In September 2008, this will be administered three times a year. This benchmark system presents students with a sheltered nonfiction and fiction text at a given level and systematically analyzes student fluency and comprehension. The term sheltered text refers to the fact that the students have never seen this text prior to the assessment.

The principal along with the IST team also recommends the intensity of the services given. Students may be seen within the classroom setting, or sent to a separate setting.

Parents are informed of the frequency of the services via a letter sent by the building principal (refer to appendix.).

In second grade, students are given revised versions of benchmark assessments from their core reading program, Trophies. In addition, students take a series of benchmark assessments in an online format via a company called ThinkLink. These assessments are given in both reading and math. The principal, the reading teachers, and the classroom teachers analyze results. Student profiles and program strengths and weaknesses can be generated from these assessments.

In grades 3-12, New York State Assessments are the primary criteria in determining who will receive academic intervention services. Students scoring at Level 1 or Level 2 on the elementary or intermediate New York State Assessments 3-8, or who score less than a 65 on any graduation required Regent examination are considered for services.

All students who score at Level 1 on a New York State Assessment must receive academic intervention services. Students who score at Level 2 are automatically reviewed. Most often, Level 2 students receive some type of intervention service. Sometimes, students at Level 2 are very close to achieving proficiency. In these cases, the classroom teacher may monitor student progress. School monitoring will require documented evidence that the student is progressing in the skill areas that have been designated as weak. If a student is unable to show progress, this level of service allows the flexibility to intensify within the classroom structure and, if necessary, to receive additional support services.

The intensity of the academic intervention service will be determined at the building level after a review of each student's academic portfolio.

The elementary and intermediate State assessments have four designated performance levels in each assessment.

Level 1: the student has not met the academic standards, has serious academic problems and needs support.

Level 2: the student has only partially met academic standards, has some academic problems and needs support.

Level 3: the student has met the academic standards.

Level 4: the student meets the standards with distinction and is moving toward high performance.

A score below proficiency level on any New York State Assessment or standardized test indicates the need for a portfolio review. The review should include a look at all of the following (when possible):

- Scores on the State assessments in grades 3-8
- History of standardized test scores in English language arts and mathematics
- Classroom based assessments, and/or grade level assessments, particularly in reading and writing

- Scores on Regents examinations
- Individualized educational plan (IEP), if the student is classified
- Scores on the Lab R and/or the NYSESLAT if the student is an English language learner (ELL)
- Attendance records
- History of support services to date
- Social history

Beginning in September 2007, students in grades 3-5, will be given a series of predictive benchmark assessments published by ThinkLink. These are completed on the computer. These reading assessments will be administered two or three times a year, depending on the grade. In math, the assessments will also be administered two or three times a year. ThinkLink assessment scores will be reported using the same rubric as New York State assessments. Students scoring at Level 1 and Level 2 will be automatically reviewed. These assessments are being introduced as a pilot and their use will be carefully considered prior to formal adoption.

In accordance with the Commissioner's regulations, the Islip School District provides services to its identified students no later than the beginning of the semester following the demonstrated need.

Parents are notified (See Appendix I.) in writing of the reasons for the service. The type of service is also described in writing. Four times a year progress reports (See Appendix II.) are mailed to parents.

The range of student needs is met in the Islip Schools through multi-faceted models:

Academic Intervention Services and/or
 extra time during the school day
 within class extra staffing to reduce
 student-teacher ratio
 extended school day

Support Services
 before and after school sessions
 evening and weekend sessions
 summer enrichment camps
 counseling
 tutorials
 homework clubs
 lunch support
 South Shore program
 School Island.org
 Regents prep.org

The Instructional Support Team (IST)

The instructional support teams vary from building to building. Meetings are held both formally and informally. They may include, but are not limited to, the following members:

- Principal, assistant principal
- Chairpersons, coordinators, directors
- Reading specialists
- Classroom or subject area teacher(s)
- Academic service providers
- Guidance counselor
- Social worker
- Psychologist
- Nurse
- Speech and language specialist
- Parent

Criteria for Exiting Academic Intervention

In order to completely exit from an academic support service, the student must demonstrate proficiency on a State examination. However, the type and/or intensity of service may be increased or decreased after a formal review at the building level.

Indications of proficiency:

- Level 3 or 4 on the next State assessment or a score greater than 64 on the next Regents
- Demonstrated proficiency through the student's portfolio
- Attestation from the classroom/subject area teacher

When a student demonstrates proficiency on multiple measures, a student may exit the program. The process of review may begin as early as the end of the first semester of support. During the following semester the classroom teacher or subject teacher must monitor the student's progress.

Programs

In our document, "This We Believe," a goal of our instruction is to provide diverse teaching and learning opportunities and make effective use of technology. In addition, the "No Child Left Behind" regulations require that all programs be scientifically based in order to qualify as high quality instructional programs. Programs that have been adopted or piloted are well researched and meet the high standards of instruction that are outlined in the "This We Believe" document. Some of the programs have a technology component, some use a multi-sensory approach, and some use a combination of approaches. Teachers regularly differentiate instructional strategies and personalize instruction, to accommodate the different needs of students. The array of instructional programs offered continues to expand, along with increased professional development for teachers.

These programs have been adopted by the Islip District and are designed to improve literacy across all subject areas:

Breakthrough to Literacy K-2
Foundations K-3
Harcourt Math 3-5
Harcourt Trophies K-5
Growing with Math K-2
Lindamood Bell
Read 180 grades 4-12
Wilson Reading 3-12

In addition, the following programs are often coupled with the programs listed above:

- Glass Analysis and Process Approach to Reading (PAR)
- Responsive Classroom 3-5
- Project Jason 6-8
- School Island 6-12

The following is a brief description of programs:

Breakthrough to Literacy is a research-based program designed for primary students. It features individual software instruction that allows students to progress at their own rates. It also features a writing component, small group guided instruction, language and literacy work, and a home/school connection piece.

Foundations is a research based multisensory program designed for students in kindergarten through grade 3. The emphasis of the program is on systematic phonetic learning. Skills are taught explicitly and instruction is cumulative, with the basic skills creating a scaffold for more complex language learning. It also features a home support packet.

Growing with Math is a math program used in grades K-2. This program equips students with a variety of thinking strategies they can use to solve problems effectively and confidently. Many manipulatives and concrete models are used for problem solving. The program addresses NCTM standards and is recognized by the National Science Foundation as a research-based curriculum. The U.S. Department of Education recognizes *Growing with Mathematics* as a promising program.

Harcourt Math 3-5 © 2004 is a research based, complete and comprehensive math program for Grades 3-5. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics strands.

Harcourt Trophies is a research based, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and state-of-the-art assessment tools to ensure every student successfully learns to read.

Both the mathematics programs and the English language arts program include materials used as interventions for our struggling students.

HealthSMART is a comprehensive health curriculum, *Health SMART* focuses on preventing the six risky adolescent behaviors identified by the CDC including prevention of tobacco use and other addictions. Each grade level is divided into the following units: Personal and Family Health, Safety and Injury Prevention, Nutrition and Physical Activity and Tobacco, Alcohol and other Drugs. *HealthSMART* meets all National and New York State Standards for Health Education.

Kaplan Spell Read is a reading intervention program based on the 44 sounds of the English language. Visual and auditory aspects of the reading process are linked. Fluency is emphasized. This program may be used 2-12.

LindaMood Bell Language Systems:

The Lindamood Phonemic Sequencing® (LiPS®) Program stimulates phonemic awareness. Individuals become aware of the mouth actions which produce speech sounds. This awareness becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading and spelling, and speech.

The Nancibell® *Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program* develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, and spelling. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multisyllable and contextual reading and spelling.

The Nancibell® *Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®)* stimulates concept imagery. Individuals become able to image gestalts which include color, and movement.

Talkies® is a primer to the *Visualizing and Verbalizing® (V/V®)* program, and the goal of *Talkies®* instruction is to develop mental imagery as a base for language comprehension and expression. *Talkies®* is especially helpful for students who need simple, smaller steps of instruction to establish the imagery-language connection.

On Cloud Nine® Math: A Visualizing/Verbalizing Math Program stimulates the ability to image and verbalize the concepts underlying math processes. Concept and numeral imagery are integrated with language and applied to math computation and problem solving. There is emphasis on both mathematical reasoning and mathematical computation. .

READ 180 is an intensive, adaptive intervention program designed to meet the needs of students in grades four through twelve whose reading achievement is significantly below grade level. *READ 180* utilizes direct and explicit reading instruction, engaging and age-appropriate content, and data-driven technology, to ensure that differentiated instruction and guided practice take place. Instruction is strictly based on the results of diagnostic and curriculum-embedded assessments, as well as periodic evaluations of student progress and mastery. In short, *READ 180*:

- Delivers individualized, adjusted reading instruction to move students up to grade level.
- Provides practice and the application of skills in multiple contexts to increase achievement.
- Supports and motivates students as they progress toward becoming lifelong readers and learners.

Wilson Reading System - The Wilson Reading System is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program. Throughout the program, a ten part lesson plan, designed to be very interactive between teacher and student, is followed. The lessons progress from easier to more challenging tasks for decoding and then spelling.

Responsive Classroom is a character building program developed in 1981 by the Northeast Foundation for Children. There are 7 principles which help students develop a respect for self as well as others:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially.
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How the grown-ups at school work together to accomplish our mission is as important as our individual competence.

Project Jason is a dynamic national program designed to excite students about science and technology by bringing research scientists into the classroom through video and Internet technology. The students navigate the JASON website and engage in classroom readings and activities as they conduct an aquatic field study. They research the formations and deformations of the wetlands and effect of hurricanes on wetland areas. Students gain an awareness and concern for the beautiful shore we live on while improving their English language arts skills.

School Island is a web site for high school and middle school students and teachers, providing content review and skill assessment activities for Math, Science, Social Studies, and Language Arts.

- School Island allows students to review, assess, and learn from any computer with an Internet connection.
- School Island allows teachers to monitor student work, create specialized assignments, and help tailor lesson plans to individual and class strengths and weaknesses.
- School Island uses actual field-tested questions, with hints, reasons, defined vocabulary terms, and printable assessment reports for individual students or for a whole class.
- School Island subscriptions can be purchased by schools for all their students and teachers. In addition, Home Version subscriptions are available--perfect for home schooled students and teacher-parents, tutors and their pupils, and any student without a school-sponsored subscription.

Study Island- Study Island is a web-based state assessment preparation program **and** standards based learning program. Students take computer generated assessments and work on specific tasks individualized for their own academic profile.

Glass Analysis is a reading technique that teaches students to decode by clustering letters. It helps students to identify, visually and auditorily, letters and clusters in whole words. This, in turn, leads to correct decoding and increases reading fluency.

Each year data are reviewed in order to determine programmatic needs. The District is committed to funding programs which will increase fluency skills at every level.

Records for Academic Intervention Service

In addition to the academic portfolio which contains the student's academic history, the classroom or subject area teacher in coordination with the service provider is responsible for monitoring progress on the identified skill weaknesses.

A portfolio of documented evidence inclusive of formal and informal assessments will be maintained.

Records will be maintained showing contact hours and will record all parental notifications. Four times a year parents will receive a written progress report. Additionally parent conferences may be held periodically. Communication between the academic intervention service provider and subject area or classroom teacher is the key to a successful program. However the responsibility for monitoring the progress is the individual who will be giving the report card grades. It is also the responsibility of the classroom or subject area teacher to complete the progress reports.

ATTACHMENTS

Appendix I: Notification Letters

Appendix II: Progress Reports

Appendix III: Frequently Asked Questions

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Islip Public Schools

215 Main Street
Islip New York 11751

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This document was prepared by:

Ellen Semel
Doug Bandura
Diana Baranec
Kerri Canzone
Denise Colotti
Renee Couvertier
Ted Dieumegard
Janine Falanga
Jeannette Feminella
Tim Hearney, Ed.D.
Sharon Loch
Robin Marcus
Tim Martin, Ed.D.
Kim Sceppe
Erica Rinear
Eileen Rossman, Ed.D.
Kathleen Shanahan
Vince Veglia
Lisa Ward
Susan Wildenauer
Kim Wilson

Director of Instruction, K-5
Math teacher, HS
Math Chair, 7-12
Pupil Personnel Director
Parent
Parent
Teacher, Commack Rd. School
Reading teacher, Wing Elementary
Principal, Commack Rd. School
Assistant Superintendent
Reading teacher, Sherwood
Reading teacher, MS
Principal, Islip Middle School
Reading teacher, Sherwood
English teacher, MS
Principal, Islip HS
Reading teacher, Commack Rd School
Principal, Sherwood School
English Chair, 7-12
Reading teacher, Wing School
Reading teacher, Commack Rd. School