

Bath Central School District



Academic Intervention Services Plan

2024-2026

Approved by the BOE on July 2024

Introduction

The Bath Central School District prides itself on providing additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assists students in meeting the NYS Learning Standards in the areas of ELA, Math, Social Studies and Science. These services are intended to assist students who are at risk of not achieving the standards or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services are available to all students in the Bath Central School in grades Kindergarten through Twelfth grade.

Academic Intervention Services (AIS) will be provided within the Response to Intervention (RtI) Framework. Response to Intervention is a process where children at risk of not meeting state standards are offered intense, individualized academic intervention. Student progress is monitored to see if response to this intervention yields adequate academic growth. Services are provided using a three tiered system, each one defined by the level of support and the intensity of that support. After intense support, if a child continues to not make progress, then a referral to the Committee on Special Education may be necessary.

The Bath Central School District is located in Steuben County and has a student enrollment of approximately 1400. 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.

Academic Intervention Services include criteria for eligibility, and the two components of AIS:

- Additional instruction that supplements the general curriculum,
- Student support services needed to address the barriers to improved academic performance.

Academic services will be provided in grades Kindergarten through 12th grade in the areas of Math and English/Language Arts. Science and Social Studies services will be provided for students in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Student performance in individual academic areas,
- The number of students receiving AIS at each grade level and within each standard area,
- The range of performance levels of eligible students as determined through state assessments and district approved procedures,
- Staffing needs, instructional approaches, and scheduling options necessary to meet the range of intensity and services required by AIS/RTI.

Eligibility for Academic Intervention Services

Students eligible for AIS, including those with disabilities and/or Limited English Proficiency, are:

1. Those at risk of not meeting New York State standards as indicated through district-adopted procedures, including those K-3 students who lack reading readiness and math numeracy skills;
2. Those students in grades 4-12 who score below the designated performance levels on elementary, intermediate, and commencement-level state assessments in English/Language Arts, Mathematics, Social Studies, and Science;

The “designated performance levels” on State assessments for the purpose of including students in the AIS program are:

1. At the elementary and intermediate level, students who score at level 1 on state designated assessments in English/Language Arts, Math, Social Studies and Science are eligible to receive AIS. A student may also be eligible to receive AIS if their score on the exams mentioned is below the state provided cut off and considered a low 2 AND they meet a second eligibility criteria.
2. At the high school level, students who score below 65% on one or more of the Regents assessments in English, Algebra, Social Studies (Global and/or US History) and one Science assessment.

3. For all students, K-12, designated at risk of not meeting state standards, and therefore recommended by their classroom teachers for AIS services, a three tiered Response to Intervention (RTI) model will be used to determine the eligibility for and degree of service.
4. To determine the appropriate level of AIS services needed by any student who scores below the designated state performance level, the district will use a variety of measures and sources of evidence as described in subsequent sections.

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 the criteria established by the district. This procedure may be used when a student is absent for all or part of a state assessment, when a student transfers in from another district, or refuses to take a state assessment.

Practices of Academic Intervention Services

The following are general practices of Academic Intervention Services:

1. Student needs will be assessed and specific areas of academic intervention will be recommended by trained staff members.
2. Specific interventions (i.e., extra help, flexible grouping) will be provided in the regular classroom and in addition to the regular classroom instruction. These interventions will be supplemental to regular classroom instruction and not supplant that instruction.
3. On-going communication between the classroom teacher(s) and AIS providers will be used for informal assessment and to ensure coordination with classroom content.
4. Formative assessment will be used to monitor student progress.
5. Records will be kept of the services provided utilizing the AIS Edge web-based program.
6. Services will be provided by certified teachers and teaching assistants working under the supervision of certified teacher.
7. Parents will be informed of origination of services as per regulations outlined in the District's AIS/RTI model.

BUILDING SPECIFIC INFORMATION

Vernon E. Wightman Primary School (Grades PK-3)

The Vernon E. Wightman Primary School provides instructional programs for children from Pre-Kindergarten through third grade with a current enrollment of approximately 500 students. Currently the ELA AIS is included in the RTI Framework. Students are consistently monitored for performance and are assigned to RTI groups when necessary. A thorough process for evaluation, intervention and the structure within the building has been developed. The math AIS has recently been included into the RTI model also.

Currently at the VEW Primary School, AIS/RTI services are provided by the following staff:

Tier I: All students receive general curriculum instruction from the classroom teacher.

Tier II: Students who need strategic intervention could be provided services in small groups by the classroom teacher, a literacy specialist and/or a teaching assistant.

Tier III: Students in need of more intensive interventions are provided services by a literacy specialist or by a teaching assistant under the direction of the literacy specialist.. These students are provided instruction individually or in groups of two or six students.

Students who continue to struggle at Tier III may be referred to the Committee on Special Education for evaluation. Students who are classified by the CSE will receive instruction from certified Special Educators.

Specifically, the following staff is assigned to the AIS/RTI services:

Four certified Literacy Specialists

Four Special Educators

Four Teaching Assistants

Dana L. Lyon Middle School (Grades 4-8)

The Dana Lyon Middle School currently houses grades 4 – 8 serving approximately 500 students. Students in all grades receive traditional Academic Intervention Services through a variety of settings including push-in, pull-out and smaller group instruction. Using the results of state assessments and parallel assessments, students are identified as being “at-risk” or in need of support.

Currently the configuration of AIS services is as follows:

For grades 4 and 5, there are two teachers and two teaching assistants providing services. The AIS services provided have become part of the RIT model.

In some self-contained special education classrooms, the special education teacher may provide the intervention services directly to the student.

For grades 6-8, one teacher and two teaching assistants provide the majority of AIS services. In the areas of ELA and Math, certified teachers in those subjects occasionally provide AIS services to students in grades 6th-8th.

Haverling High School (Grades 9-12)

At Haverling High School, approximately 400 students in grades 9-12 are offered a comprehensive educational program. Students in all grades receive traditional Academic Intervention Services based on classroom performance, state test results or predictions of performance on state assessments. These services are provided within the AIS setting, the classroom setting, and through content teacher pull-out.

Currently, two certified literacy specialists provide AIS services. Content teachers in all areas provide intervention services to students as their schedule may allow. In addition, teaching assistants provide services when student needs exceed the ability of the AIS staff to provide the needed services.

Grades K & 1 (ELA & MATH)

Tier	Eligibility	Description	Service Provider	Frequency	Intervention	Progress Monitoring/Change in Tiers
1	I-Ready BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(Low Intensity) Tier 1 Core Research based Instruction –	NYS Certified Teacher Teaching Assistants	Daily Classroom Instruction	Daily classroom instruction and use of resources provided in the classroom.	I-Ready Benchmark data I-Ready Growth Monitoring data Report card Classroom performance Observations
2	I-Ready BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(Moderate Intensity) Tier 2 Core instruction plus additional small group classroom supplemental instruction	NYS Certified Teacher Teaching Assistants Special Education Teacher	4-5 times per week for 20-40 minutes	Small Group (5-7 students per teacher) Push in or pull out Skill based instruction Guided Reading	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations
3	I-Ready BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(High Intensity) Tier 3 Core plus intensive supplemental	RTI teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	2-7 times a week for 20-40 minutes	Small Group (5 or fewer students per teacher) Push in or pull out Skilled based instruction Guided Reading/LLI	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations LLI-running records

Grades 2 & 3 (ELA & MATH)

Tier	Eligibility	Description	Service Provider	Frequency	Intervention	Progress Monitoring/Change in Tiers
1	BAS I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 1 Core Research based Instruction –	NYS Certified Teacher Teaching Assistants	Daily classroom instruction	Daily classroom instruction Use of resources provided in the classroom	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations
2	BAS I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 2 Core instruction plus additional small group supplemental classroom instruction	NYS Certified Teacher Teaching Assistants Special Education Teacher	4-5 times per week for 20-40 minutes	Small Group (5-7 students per teacher) Push in or pull out Skill based instruction Guided Reading	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations
3	NYS Assessments Benchmark test I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 3 Core plus intensive supplemental	RTI teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	2-7 times a week for 20-40 minutes	Small Group (5 or fewer students per teacher) Push in or pull out Skilled based instruction Guided Reading/LLI	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations LLI- running records

Grades 4 & 5 (ELA, MATH, SOCIAL STUDIES, SCIENCE)

Tier	Eligibility	Description	Service Provider	Frequency	Intervention	Progress Monitoring/Change in Tiers
1	NYS Assessments I-Ready LLI BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(Low Intensity) Tier 1 Core Research based Instruction –	NY Certified Teacher	Daily Classroom Instruction	Daily classroom instruction and use of resources provided in the classroom.	I-Ready Benchmark data I-Ready Growth Monitoring data Report card Classroom performance Homework Observations LLI BAS
2	NYS Assessments I-Ready LLI BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(Moderate Intensity) Tier 2 Core instruction plus additional supplemental instruction	AIS teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	2-3 times per week for 20-40 minutes	Small Group (5-7 students per teacher) Push in or pull out Skill based instruction Guided Reading	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Homework Observations LLI BAS
3	NYS Assessments I-Ready LLI BAS Classroom Performance Parent or Teacher Recommendation Student Support Teams Benchmark Assessments	(High Intensity) Tier 3 Core plus intensive supplemental	AIS teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	2-7 times a week for 20-40 minutes	Small Group (5 or fewer students per teacher) Push in or pull out Skilled based instruction Guided Reading/LLI Centers	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Homework Observations LLI BAS

Grades 6 - 8 (ELA, MATH, SOCIAL STUDIES, SCIENCE)

Tier	Eligibility	Description	Service Provider	Frequency	Intervention	Progress Monitoring/Change in Tiers
1	NYS Assessments Benchmark test I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 1 Core Research based Instruction – *The student is currently meeting the expected progress or the student is currently making progress in all the core classes.	NY Certified Teacher	Daily classroom instruction	Daily classroom instruction Use of resources provided in the classroom	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations Homework
2	NYS Assessments Benchmark test I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 2 Core instruction plus additional supplemental instruction	AIS teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	Two to three times per week for 20-40 minutes	Small Group (5-7 students per teacher) Push in or pull out Skill based instruction Guided Reading	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Observations Homework
3	NYS Assessments Benchmark test I-Ready Classroom performance Parent or Teacher Recommendation Student Support Team	Tier 3 Core plus intensive supplemental	AIS teacher Teaching Assistants Special Education Teacher NYS Certified Teacher	2-7 times a week for 20-40 minutes	Small Group (5 or fewer students per teacher) Push in or pull out Skilled based instruction Guided Reading/LLI Centers	I-Ready Benchmark data I-Ready Growth Monitoring data Report Card Classroom performance Homework Observations

Grades 9-12 (ELA, Math, Science, and Social Studies)

Tier	Eligibility	Description	Service Provider	Frequency	Intervention	Progress Monitoring/ Change in Tiers
1	NYS 8 th grade Assessment scores Level 1 or 2 CC Algebra Regents exam – score below 65% Classroom Performance/Academic Record Parent or Teacher Recommendation Student Support Team i-Ready final Diagnostic	Low Intensity: Score of 60-64 on CC Algebra Mid to high 2 on 8 th grade NYS Scores of 60-64 on local assessments	NYS Certified Content Teachers AIS Teacher AIS Teaching Assistant	2 out of 4 days; 40-78 minutes;	Push-in support for entire class OR 4-6 students per group Students attend AIS	Classroom performance AIS group performance Report Card Grades Edge Comments
2	NYS 8 th grade Assessment scores Level 1 or 2 CC Algebra Regents exam – score below 65% Classroom Performance/Academic Record Parent or Teacher Recommendation Student Support Team i-Ready final Diagnostic	Moderate Intensity: Score of 51-60 on CC Algebra Low level 2 on 8 th grade NYS Scores of 51-60 on Local assessments	AIS Teacher AIS Teaching Assistant NYS Certified Content Teachers	2 out of 4 days; 40-78 min;	3 to 5 students per group Students attend AIS	Passing CC Regents exam Class average of 75% or higher Teacher Recommendation
3	NYS 8 th grade Assessment scores Level 1 or 2 CC Algebra Regents exam – score below 65% Classroom Performance/Academic Record Parent or Teacher Recommendation Student Support Team i-Ready Final Diagnostic	High Intensity: Score below 50% on CC Algebra Level 1 on 8 th grade NYS Score of 50 or below on local assessments	AIS Teacher AIS Teaching Assistant NYS Certified Content Teachers	3 out of 4 days; 40-78 min.;	1 to 4 students per group Students attend AIS	