

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT

Revised Plan for **ACADEMIC INTERVENTION SERVICES**



UPDATED July, 2021

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
1260 Meadowbrook Road, Merrick, NY 11566

Academic Intervention Services

Introduction

The Bellmore-Merrick Central High School District's Academic Intervention Services (AIS)/Title I Plan were developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Learning Standards and Common Core Standards. Please see the appendix for a complete description of the Section 100.2(ee) revisions.

Vision

The Bellmore-Merrick Central High School District will continue to be a place where excellent education is provided for all students, supported by a community that is active in the educational process, both at home and in the schools. As a result of high expectations and rigorous programs, students will be challenged to work hard and learn well. We will stand out among neighboring schools for our unique ability to meet the diverse educational needs of our students.

Definition of AIS

AIS services are defined as additional instructional services that supplement regular classroom instruction and/or student support services designed to help students achieve the New York State Learning Standards and Common Core. AIS services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Learning Standards in English Language Arts and mathematics in grades K12 and in social studies and science in grades 9-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments.

Each year the intermediate state assessments will have four designated performance levels on each assessment:

Level 1 - The student has not met academic standards, has serious academic problems, and needs extra help.

Level 2 - The student has not met the academic standards, has some academic problems, and needs extra help.

Level 3 - The student has met the academic standards.

Level 4 - The student exceeds the standards and is moving toward high performance.

The New York State Education Department mandates that all students who score below a department designated scale score are to be considered for AIS services. The services for a particular student should vary in intensity based on the student's needs as measured by state assessments and additional information about the student's performance. In addition, the plan must address barriers to student progress including issues pertaining to attendance problems, discipline problems, family problems, health issues, nutrition related issues, and mobility/transfer related issues.

For the 2020-21 school year, districts shall identify students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 7-8 English Language Arts (ELA) or mathematics state assessment shall be considered for AIS.

The tables below show the scale score ranges and median scale score between levels 2 and 3 for the ELA and mathematics assessments in grades 7 and 8.

**Grades 7-8 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
6	128-282	283-319	320-337	338-403	301
7	133-286	287-317	318-346	347-402	302
8	121-283	284-315	316-342	343-402	300

**Grades 7-8 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
6	132-283	284-317	318-339	340-421	301
7	160-292	293-321	322-347	348-401	307
8	134-286	287-321	322-348	349-400	304

District AIS/Title I Information

In the following sections you will find information regarding district policies and procedures for eligibility and exit criteria, and types and levels/frequency of services.

Eligibility Criteria

The general criteria listed below are used throughout the district to determine which students qualify for AIS Services:

- Students who score below the designated performance levels (see addendum #1) on elementary, intermediate, and commencement-level New York State assessments in English Language Arts, mathematics, social studies, and science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures
- English Language Learners (ELL) who do not achieve the annual performance standards on state exams
- Students who did not pass NYS Regents exams required for graduation

In addition to the criteria listed above, the District uses *multiple measures* to determine student eligibility for AIS. These multiple sources may include but are not limited to:

- Classroom Performance
- Report Card Grades
- Observation and Anecdotal Records
- Recommendation by teachers and/or administrators
- Recommendation from the building Guidance Department
- Teacher created assessments
- Mid-Term and final exams in the content areas
- Practice Regents
- Other measures as identified by the district
- Developmental reading assessments for grades K-6
- New York State English as a Second Language Achievement Test (NYSESLAT)
- Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments
- Common formative assessments that provide information about students' skills
- Unit and lesson assessments for ELA, mathematics, science, social studies, and World Languages for grades 7-8
- Results of psychoeducational evaluations based on a variety of assessments and inventories

Specific guidelines for AIS eligibility are provided in the accompanying tables for each grade level and subject area. These tables also establish more specific eligibility and exit criteria for AIS services.

Special Education Eligibility

AIS services will be provided to students with disabilities on the same basis as all other students. AIS services are provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when AIS services are delivered.

Exit Criteria

AIS services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets one or more of the requirements outlined in this document. In addition, services may be discontinued when students have met district based performance levels and/or have been deemed to be no longer at risk of meeting state standards by district personnel.

Types and Levels/Frequency of Service

The type and level of service each student receives is decided upon on an individual student basis. This allows each student to receive the amount of intervention needed to give them the best chance to be successful. Information regarding the various types and level of services are listed below.

Types of Services

The following services could include but are not limited to:

- ELA Instruction
- Math Instruction
- Social Studies Instruction
- Science Instruction
- Reading Instruction
- Writing Instruction
- Study Skills Instruction
- Health services
- Academic Monitoring through Guidance
- Extra Help
- Homework Helper
- Student Study Teams
- Attendance Improvement Services
- Guidance Counseling □ Social Work Services
- Psychological Counseling
- Positive Behavior Supports
- Discipline Improvement Services
- Service Coordination
- Collaboration and Consultation with Parents
- Family Services
- Consultation to Teachers
- Learning Center Support
- Parent Conferences
- Peer Mentoring and Tutoring
- Student Advisory
- Alternate Day Support Class

Levels/Frequency of Service

The type of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district. Frequency of services will be based on the student need and recommendations by teachers, administration, and the Guidance Counselors. The levels/frequency of services can be adjusted both in the number of times per week a service is offered as well as the number of minutes per session. This flexibility allows services to be adjusted as needed throughout the year to meet student needs.

Parental Involvement

Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students. This section includes information about parental notification procedures and the parental involvement policy. The specific letters and forms that each building uses for these notifications can be found in the appendix.

Parental Notification Procedures

The parent/guardian will be notified, in writing, by the building principal at both the commencement and discontinuation of AIS/Title I Services. These notices will be translated, if required by the district and where appropriate, into the native language of parents. Other forms of communication may be necessary (e.g. for the visually impaired).

Commencement Notification will include:

- The reason the student requires such services
- A summary of the services to be provided for those not achieving the expected performance levels.
- Information regarding an evening meeting for parents of AIS/Title I students (see parental involvement policy for more information regarding parent meetings)

Discontinued Notification will:

- Inform the parent that AIS/Title I Services will discontinue
- Inform the parent that the student has met the exit criteria
- Include the criteria used for discontinuing the service
- Indicate the performance levels obtained on district-level and/or state assessments

Monitoring Student Progress will include:

- Reports on the student's progress at least three times per year by mail, telephone, telecommunications, or other means
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing AIS/Title I Services during the school year
- Information on ways to work with their child to improve achievement

Parental Inquiries

In the event that a parent has questions/concerns or objects to AIS services:

- The District will, in a timely manner, listen to parental concerns, share evidence of student's need for AIS, and work with the parent(s) to ensure the provision of appropriate AIS.
- Parent(s) may advocate for their child to receive AIS. The district will, in a timely manner, listen to parental concerns, and review the student's school record and assessment results to determine if the child meets eligibility for AIS. Parent(s) also has the right to request changes in program of AIS being provided. While the District ultimately retains the responsibility for appropriate placement of students in state- mandated AIS, the district and school staff will work with parents to:

- Determine the necessity for changes to AIS service delivery based on additional information offered from parents and staff
- Review scheduling and delivery options that may better meet the student's needs
- Parent(s) may provide, at their own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the student in appropriate educational programs, including AIS provided by the district, nor does it allow for parent(s) to keep their child out of AIS.

Parental Involvement Practices Related to Title I

Bellmore-Merrick Central High School District is dedicated to involving parents in the development, coordination and implementation of Academic Intervention and Title I Services. In order to achieve this, the district will:

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools.
- Use evaluations to identify barriers to greater participation by activities authorized by Title I and use the findings to design strategies for more effective parental involvement and revise, if necessary, our parental involvement policies. □ Provide assistance to parents in understanding such topics as the state's academic content standards, state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve their achievement through literacy training and using technology.
- Educate teachers, principals and other staff with the assistance of parents, in the value and utility of contributions by parents; and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate, to the extent feasible and appropriate, parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language the parents can understand.

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PLAN
2021-2022

Academic Intervention Services by Grade Level in Core Classes

Subject	Grades 7 & 8**	Grade 9	Grade 10	Grade 11	Grade 12
English	Students who meet the criteria for AIS services will be scheduled for Reading or Reading and Writing (RTI Reading)	Students who meet the criteria will be monitored by their Guidance Counselor and the building English chair. Students who continue to show a lack of success (failing grades) will be assigned to the Learning Center twice per week during lunch	Students who meet the criteria for AIS services will be scheduled for ReadingWriting Applications 1	Students who meet the criteria for AIS services will be scheduled for ReadingWriting Applications 2	Students who meet the criteria will be scheduled for Academic Learning Center and English 3*
Social Studies	Students who meet the criteria for AIS services will be scheduled for Reading or Reading and Writing (RTI Reading)	Students who meet the criteria will be monitored by their Guidance Counselor and the building Social Studies chair. Students who continue to show a lack of success (failing grades) will be assigned to the Learning Center twice per week during lunch	Students who meet the criteria will be scheduled for Social Studies Writing Applications 1	Students who meet the criteria will be scheduled for Social Studies Writing Applications 2	Students who meet the criteria will be scheduled for Academic Learning Center
Mathematics	Students who meet the criteria will be scheduled for Math Lab	Students who meet the criteria will be scheduled for Math Lab	Students who meet the criteria will be scheduled for Math Lab	Although not required, students who meet the criteria will be scheduled for Math Lab or Contemporary Math	Although not required, students who meet the criteria will be scheduled for Contemporary Math or Intermediate Math Topics
Science	Students who meet the criteria for AIS services will be scheduled for Reading or Reading and Writing (RTI Reading)	Students who meet the criteria will be monitored by their Guidance Counselor and the building Science chair. Students who continue to show a lack of success (failing grades) will be assigned to the Learning Center twice per week during lunch.	Students who meet the criteria will be scheduled for Academic Learning Center and/or after school AIS	Students who meet the criteria will be scheduled for Academic Learning Center and/or after school AIS	Students who meet the criteria will be scheduled for Academic Learning Center and/or after school AIS

**** Both Grand Avenue and Merrick Avenue Middle School students participate in teaming where students are given more individual support based on the team's recommendation on the student's individual learning abilities.**

**BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PLAN
2021-2022**

English, Math, Science, Social Studies; Grade 7-8

Grade Level	Assessment Measures	Eligibility Criteria	Exit Criteria
7	<p>New York State ELA and Math Assessments</p> <p>Report Card</p> <p>Teacher observation</p>	<p>Score on New York State Assessments per Addendum #1, Grade 6</p> <p style="text-align: center;">OR</p> <p>In Grade 7 less than 63% for two consecutive marking quarters in English, Math, Science, or Social Studies</p> <p style="text-align: center;">OR</p> <p>Grade of less than 65% in English, Math, Science, or Social Studies in Grade 6</p> <p style="text-align: center;">OR</p> <p>PPS Recommendation</p>	<p>Score on the New York State Assessments per Addendum #1</p> <p style="text-align: center;">AND</p> <p>Final grade of 65% or better in English, Math, Science, and Social Studies</p>
8	<p>New York State ELA, Math, and Science, Assessments</p> <p>Report Cards</p> <p>Teacher observation</p>	<p>Score on the New York State Assessments per Addendum # 1, Grade 7</p> <p style="text-align: center;">OR</p> <p>Final grade of less than 65% in English, Math, Science, or Social Studies in Grade 8</p> <p style="text-align: center;">OR</p> <p>Grade of less than 65% for two or more consecutive marking quarters in English, Math, Science, or Social Studies in Grade 8</p> <p style="text-align: center;">OR</p> <p>PPS recommendation</p>	<p>Score on the New York State Assessments per Addendum #1, Grade 8</p> <p style="text-align: center;">AND</p> <p>Final grade of 65% or better in English, Math, Science, and Social Studies</p>

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
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2021-2022

English, Math, Science, Social Studies; Grades 9-10

Grade Level	Assessment Measures	Eligibility Criteria	Exit Criteria
9	New York State Assessments, Grade 8, ELA, Math, and Science Report Card Teacher observation	Score on any 8 th grade NYS Assessment per Addendum #1 OR Final grade of less than 65% on English, Math, Science, or Social Studies in 8 th grade OR Grade of less than 65 in English, Math, Science, or Social Studies for at least two consecutive quarters in 9 th grade OR PPS recommendation	Meeting commencement level exit criteria AND Final grade of 65 or better in English, Math, Science, and Social Studies on report card
10	Commencement level exit criteria for English, Social Studies, Math, and Science Teacher observation Report cards	Failure to meet commencement level exit criteria OR Final grade of less than 65% in English, Math, Science, or Social Studies in course required to graduation in 9 th grade OR Grade of less than 65 in English, Math, Science, or Social Studies course required for graduation for at least two consecutive quarters in 10 th grade OR PPS recommendation	Meeting commencement level exit criteria AND Final grade of 65 or better in English, Math, Science, and Social Studies required for graduation

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
ACADEMIC SERVICES PLAN
2021-2022

English, Math, Science, Social Studies; Grades 11-12

Grade Level	Assessment Measures	Eligibility Criteria	Exit Criteria
11	Commencement level exit criteria for English, Social Studies, Math and Science Teacher observation Report cards	Failure to meet commencement level exit criteria OR Final grade of less than 65 in English, Math, Science, or Social Studies in course required for graduation OR Grade of less than 65 on English, Math, Science, or Social Studies course required for graduation for at least two consecutive quarters in 11 th grade OR PPS recommendation	Meeting commencement level exit criteria AND Passing all courses required to meet NYS commencement standards for graduation in English, Math, Science, and Social Studies
12	Commencement level exit criteria for English, Social Studies (and when applicable Math or Science) Teacher observation Report Card	Failure to meet commencement level exit criteria OR Failure to pass any required course to meet NYS commencement standards for graduation in English, Math, Science, or Social Studies OR PPS recommendation	Meeting all NYS commencement level exit requirements

Notice for Academic Intervention Services

Date

Name

Address

Address 2

City, State and Zip Code

Re: (student's name)

Dear _____:

The New York State Department of Education mandates Academic Intervention Services (AIS) for all students who have not passed or who are at risk of not passing, any one of the five Regents Examinations required for graduation (English Language Arts, Global History & Geography, U.S. History and Government, at least one Science Regents, and one Math Regents).

The district offers a variety of academic and support services to meet the instructional needs of our students. The goal is to use our available resources to support your child in his/her efforts to be successful in meeting the New York State Learning Standards and graduation requirements.

Our AIS Team has made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card performance when we developed an Academic Intervention Services (AIS) plan for your child. Enclosed with this letter is a Summary of Academic Intervention Services, which has been customized to give instructional and/or other types of support to your child.

We strive to meet the needs of all students in our school with the least amount of interruption to their routine. Please feel free to contact your child's counselor if you have any questions about their plan.

Sincerely,

Building Principal

Notice for Continuation of Academic Intervention Services

Date

Name

Address

Address 2

City, State and Zip Code

Re: (student's name)

Dear _____:

Previously you were notified that your child was identified as being at risk of not achieving the New York State Learning Standards and has been receiving Academic Intervention Services. Academic Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services.

After reviewing your child's progress, it has been determined that your child continues to need the Academic Intervention Services as indicated on the attached summary report.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other appropriate support staff. The school personnel will work to provide your child with the necessary skills and support services to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Our child's progress will continue to be monitored to determine the continued need of services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Building Principal

Notice for Academic Intervention Services

Date

Name

Address

Address 2

City, State and Zip Code

Re: (student's name)

Dear _____:

The New York State Department of Education mandates Academic Intervention Services (AIS) for all students who perform below State identified levels (**see below**) on State Exams in English Language Arts and Mathematics. You may wish to review the results that we previously mailed to you.

The district offers a variety of academic and support services to meet the instructional needs of our students. The goal is to use our available resources to support your child in his/her efforts to be successful in meeting the New York State Learning Standards and graduation requirements.

We carefully review the educational programs of each student who scores Level 1 or 2 on the State Assessments. Enclosed with this letter is an Academic Intervention Services Summary Report, which is customized to give instructional and/or other types of assistance to support your child. Our AIS Team made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's services.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine. Please feel free to contact your child's teacher if you have any questions.

Sincerely,

Building Principal

- AIS is required in English in grade 7 if the student scored below the scale score of 301 in grade 6
- AIS is required in English in grade 8 if the student scored below the scale score of 302 in grade 7
- AIS is required in English in grade 9 if the student scored below the scale score of 300 in grade 8
- AIS is required in Math in grade 7 if the student scored below the scale score of 301 in grade 6
- AIS is required in Math in grade 8 if the student scored below the scale score of 307 in grade 7 □ AIS is required in Math in grade 9 if the student scored below the scale score of 304 in grade 8

Notice for Academic Intervention Services

Date

Name

Address

Address 2

City, State and Zip Code

Re: (student's name)

Dear _____:

The New York State Department of Education mandates Academic Intervention Services (AIS) for all students who are at risk of not achieving the New York State Learning Standards due to Limited English Proficiency (LEP) or being an English Language Learner (ELL). Academic Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

Our AIS Team has reviewed your child's daily classroom performance and any standardized and/or diagnostic testing results. It has been determined that your child has been identified as a student who is at risk of not achieving the expected performance standards. Therefore, Academic Intervention Services will be provided for your child. Attached is a summary report of the services to be provided.

The district offers a variety of academic and support services to meet the instructional needs of our students. Please be advised that Academic Intervention Services for Limited English Proficient (LEP)/English Language Learners (ELL) are supplementary and do not replace the English as a New Language instruction program your child currently receives. The Academic Intervention Services have been planned and implemented in coordination with the LEP/ELL student's general education program.

The goal is to use our available resources to support your child in his/her efforts to be successful in meeting the New York State Learning and Graduation requirements. The grouping of students and instructors responsible for Academic Intervention Services may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Building Principal

Notice for Discontinuance of Academic Intervention Services

Date

Name

Address

Address 2

City, State and Zip Code

Re: (student's name)

Dear _____:

As a result of previous assessments or reviews, your child was identified to be at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science, or Social Studies, and has been receiving Academic Intervention Services (AIS).

I am pleased to report that your child has made sufficient progress and is no longer at risk of not achieving the New York State Learning Standards. As a result, all Academic Intervention Services are scheduled to be discontinued.

Please be advised that your child's progress will continue to be monitored at various grade levels to meet the expected learning standards.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Building Principal