

Academic Intervention Services Plan

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School Board President

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**STEERING COMMITTEE
2008-2009**

Participant	Position	Participant	Position
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Jinu Matthew	Hofstra University CAS Educational Leadership Intern	Dawn Wilkes	Washington Rose Math Specialist
Dr. Dionne Wynn	Director of Pupil Personnel Services	Eddy Higgins	Ulysses Byas Math Specialist
Marnie Hazelton	Director of Federal, State, Funded Programs & Grant	Judith Sinclair	Washington Rose Reading Specialist
Lisette Laboy	Coordinator, Languages Other Than English, ESL, Bilingual	Catherine Beasley	Washington Rose MST Specialist
Dr. Perletta Wright	Principal, Washington Rose Elementary	Lisa Ferrara	Centennial MST Specialist
Lillian Watson	Principal, Ulysses Byas Elementary	Rhonda Cherry	High School PTA President
Yves Mompont	Principal, High School	Dawn Wilkes	Washington Rose Math Specialist
Dr. Robert Tucker	Principal, Middle School	Emarinsi Funderburke-Ivey	Washington Rose PTA President
Patricia Charthern	Principal, Centennial Avenue Elementary School		
Dr. Carol Warmuth	Washington Rose Curriculum Specialist		
Joyce Boben	Centennial Curriculum Specialist		
Jean Spinnato	Ulysses Byas Curriculum Specialist		

NYS LEARNING STANDARDS

<p align="center">HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES</p> <p>Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.</p>	<p align="center">MATHEMATICS, SCIENCE, AND TECHNOLOGY</p> <p>Standard 1: Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p>Standard 2: Information Systems Students will access, generate, process, and transfer information using appropriate technologies.</p> <p>Standard 3: Mathematics Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.</p> <p>Standard 4: Science Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p>Standard 6: Interconnectedness: Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.</p> <p>Standard 7: Interdisciplinary Problem Solving Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.</p>
<p align="center">LANGUAGES OTHER THAN ENGLISH</p> <p>Standard 1: Communication Skills Students will be able to use a language other than English for communication.</p> <p>Standard 2: Cultural Understanding Students will develop cross-cultural skills and understandings.</p>	<p align="center">SOCIAL STUDIES</p> <p>Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>
<p align="center">THE ARTS</p> <p>Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p> <p>Standard 3: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>Standard 4: Understanding the Cultural Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>	<p align="center">Career Development and Occupational Studies</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>
<p align="center">ENGLISH LANGUAGE ARTS</p> <p>Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <p>Standard 2: Language for Literary Response and Expression Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p> <p>Standard 3: Language for Critical Analysis and Evaluation Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p> <p>Standard 4: Language for Social Interaction Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	

INTRODUCTION

This Academic Intervention Plan has been developed to meet the requirement of Section 100.2 (ee) revisions to Part 100 of the Commissioner’s Regulations, which was adopted in July 1999 by the Board of Regents. This regulation requires school districts to provide Academic Intervention Services to *students who score below the State performance level on State assessments and/or who are at risk of not achieving the State learning standards*.

Planning for Academic Intervention Services (AIS) is done by a steering committee composed of District and school level administrators and teachers who meet quarterly to update and monitor the effectiveness of services being provided to targeted students on a district and school level. The committee is composed of principals, representatives from elementary, middle and high school, curriculum specialists, guidance counselors, special educators, technology representative and a data specialist. Each representative works on a school level with his or her AIS Committee to complete the specifics of the annual AIS plan. *Beginning July 1, 2007 and every two years thereafter*, the AIS District Committee shall review and revise its description of academic intervention services based on student performance results to the Board of Education for adoption.

The Roosevelt Union Free School District believes that all students must be provided with various intervention and academic assistance, based on multiple measures of assessment. *AIS will be available to students with disabilities on the same basis as non-disabled students provided that AIS services are consistent with the student’s individualized education program.*

AIS PLANNING TEAM/COMMITTEE

The Roosevelt Union Free School District, Academic Intervention Services (AIS) Planning Team/Committee met during the school year to update the District’s AIS Plan. The 2008-09, AIS Planning Team/Committee consisted of members from the following stakeholder groups: central office, building level administration, school district coordinator, directors, classroom teachers and parents. Parent were also involved and consulted throughout the planning process via building level Site Based Management Team (SBMT) and Parent Curriculum Informational meetings.

DEFINITION OF ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 3-12. These services include two components:

- ***additional academic instruction that supplements the general curriculum (regular classroom instruction), and/or;***
- ***student support services needed to address barriers to improve academic performance such as discipline problems, attendance problems, health issues, family issues, mobility, etc.***

Academic Intervention Services are intended to provide students with ***additional*** instruction, which means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve learning standards in English Language Arts, Math, Social Studies and Science. AIS services are not required in academic areas where there are no state assessments.

ELIGIBILITY

Students eligible for AIS are:

- those between grades 3-8th who score below the designated performance level three on elementary, intermediate, and commencement level State assessments in English language arts, math, social studies, and science, and/or;
- fail to meet passing grade on secondary State assessments, and/or
- those at risk of not meeting the State standards as indicated through district-adopted or approved procedures, and/or;
- those LEP/ELL (Limited English Proficient/English Language Learner) to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language.

AIS will be provided to students with disabilities and LEP/ELL as additional services. ***AIS are general education services and must not supplant special education or mandated services.*** AIS cannot be recommended by the Committee on Special Education and should not be indicated on the IEP. However, all IEP accommodations and supports will be provided to students receiving AIS.

DISTRICT PROCEDURES FOR K-12 AIS

It is the responsibility of each principal to ensure that students eligible for AIS are identified and receive services according to State regulations. This will be achieved by making sure the elements mentioned below are addressed for each student and that proper documentation can support efforts made in providing appropriate AIS services:

- Determine AIS eligibility for students based upon assessment screening measures;
- Upon identification provide parent/guardian with AIS Notification letter;
- Complete the AIS Student Checklist and provide a copy to appropriate teachers and file original in student's cumulative file, making sure to specify the type of AIS being provided:
 - **Flexible Scheduling Options:** Including additional class time (double literacy blocks) and extended time.
 - One-to one and small group **tutoring**

 - **Differentiated Instruction** – Instruction is based on unique learning level and need of each student. This instruction allows for struggling learners as well as more able learners in the same classroom and presumes teaching that is focused on the learner. This requires flexible grouping (students do not stay in one learning group but move from one group to another based on task). Differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching.

 - **Cooperative Teaching:** Co-Teaching is a service delivery model in which two educators equally share instructional responsibility for a single group of students, primarily in a single classroom, for specific content with mutual ownership, pooled resources, and joint accountability.

 - **Individualized Instruction:** A method of instruction in which there is one-to-one teaching and self-paced learning based on an outline of progressive goals leading to the course/curriculum objectives.

 - **Small Group Instruction:** A practice employed by teachers to provide specific skill focus within a classroom setting or in a pull-out model.

 - **Consultant Model** push-in support

 - **Alternative Education Placement:** A temporary in-school authorized departure from the regular school program designed to provide educational and social development for students whose learning needs or social/emotional behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. The New Horizon's Program is held from 3:00 PM to 8:00 PM – and is a full high school, credit-bearing course of studies.

 - **Content Area Coaches:** Coaching is a non-evaluative, learning relationship between the coach and a teacher, both of whom share the expressed goal of learning together, thereby improving instruction and student achievement. Coaches often employ collaborative

DISTRICT PROCEDURES FOR K-12 AIS CONTINUED....

conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist each other in implementing and mastering new teaching practices.

- **Reading Recovery Program:** An early intervention literacy program designed to prevent the lowest 20% of a Grade 1 class from reading failure based on extensive screening and assessment. Requires one-to-one daily teaching from a trained specialist.
- **Balanced Literacy Program:** In elementary schools which includes as part of best practices, a daily oral reading, guided reading (for students who are struggling as well as those who are on level), leveled books aimed at creating a successful reading experience for all children, including those identified as having difficulties with reading.
- **Summer School Program:** For students in elementary, middle and high school who are identified as Level 1 and Level 2 in ELA and Math according to NYS assessments.
- **Curriculum Specialist:** Individual responsible for assisting in developing curriculum for grades K through 6. This development includes reviewing existing curriculum, aligning it to state standards, modifying and extending existing lessons, creating new lessons, and formulating classroom assessments that will support additional academic support.
- **Scheduled Academic Intervention Services:** Classes in the high school and regular in-classroom attention to high learning needs students in elementary programs.
- **Strong Pre-K ESL Program:** Provides early intervention for newcomers as well as extra support for struggling ELL students.
- **Alternate Day Double Periods:** In core secondary classes– English Language Arts and Math (i.e., 6th - 10th grade)
- **In-classroom monitoring/extra focused attention** from classroom teacher.
- **Reading, Math, Science and Social Studies Push-in Support:** Teachers provide extra in-classroom academic support to identified students or group of students, e.g., ESL Push-in to a Grade 8 Social Studies class.
- **Attention to Learning Styles and Student Interest:** Based on teacher observation and student interest surveys, establish a secondary schedule that promotes success by providing high interest opportunities to learn core subjects in context (e.g., NYSED Approved Career & Technical Education, web design courses with Social Studies themes, communication courses that include all elements of the ELA curriculum, etc.).

DISTRICT PROCEDURES FOR K-12 AIS CONTINUED....**Student Support Services needed to address barriers to improve performance such as:**

- **Attendance Problems:** The District has an Attendance teacher whose primary function is to employ the Power School Student Management System to monitor and raise pupil attendance.
 - **Student Slow Language Acquisition Progress:** In listening, speaking, reading and writing.
 - **Discipline Problems:** All incidents that are in violation of Project SAVE are handled by school principals, assistant principals and classroom teachers and recorded electronically in NYS VADIR (Violent And Disruptive Incident Reports).
 - **The Student Support Center as well as Social Workers** address the following issues:
 - Family Related Issues
 - Nutrition-Related Issues
 - Social/Emotional Issues
 - **Health-Related Issues:** Addressed by Nurses at each school site and the Nassau Corporation School Based Health Clinic in the High School.
 - **Mobility/Transfer Issues:** Addressed by Census & Registration staff members as well as the District Data Team and all school secretaries.
 - **Mental Health-Related Issues:** Addressed by school psychologist and other assigned Pupil Personnel Services staff.
-
- Records/Intensity of services: the level/intensity of services will be determined based on individual needs and can be adjusted by the AIS team.
 - Monitor AIS progress by ensuring that a minimum of (4) progress reports are sent to parents/guardians addressing AIS progress
 - At the end of the school year provide parent/guardian with AIS Notification for the second time, making sure to indicate the continuation or discontinuation of AIS.
 - Update and close-out the AIS Student Checklist, making sure to provide a copy to Administrator of Federal & State Funded Programs for data compilation.

LEVEL OF INTENSITY FOR ACADEMIC INTERVENTION SERVICES FOR PRE K – 12 STUDENTS

The Level of Intensity will be based on a review of student classroom performance, New York State Assessment scores, standardized diagnostic testing, report card grades, student records and recommendations from teachers, administrators, counselors, other school staff, and parents/legal guardians. Currently, there are 3 Levels of Intensity for Academic Intervention Services in Roosevelt UFSD:

Intensity Level	NYS Assessment Level	NYS Regents
1 (high)	1	Below 55
2 (moderate)	2	55 – 60
3 (low)	Low Level 3	61 – 64

DETERMINING POTENTIAL ACADEMIC INTERVENTION SERVICES

The Roosevelt Union Free School District AIS plan outlines our procedures for identifying students for Academic Intervention Services in grades K-12. Although Kindergarten, Grade 1 and Grade 2 students are not required to take New York State standardized assessments, early recognition of potential problems is embedded in the decision-making of grade level and instructional teams. It should be noted that the District advocates the use of on-going diagnostic measures to provide current reliable data to teachers and authentic assessment, which is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic measurement generally includes providing a task for students to perform and a rubric by which performance on the task will be evaluated.

The District will meet the instructional needs of all students, by assuring that multiple assessments/sources of evidence are used. These may include but are not limited to:

- Student records
- Classroom work
- Classroom observations
- Running Records & Observations surveys
- Child Study Team records
- Report card grades
- Student portfolios
- New Entrant Screening at all levels and in all content areas
- Classroom participation
- Diagnostic assessment
- Teacher/counselor/social worker recommendations
- Classroom participation
- Diagnostic assessment
- Parent referrals
- Student projects or tests of demonstrated technical quality

PROCEDURES TO DETERMINE NEED FOR AIS

Assessment Measures	Entry Criteria <i>Minimum of two of the following must confirm findings of initial screening:</i>	AIS for Level 1 <i>High Intensity</i>	AIS for Level 2 <i>Moderate Intensity</i>	AIS for Low Level 3 <i>Low Intensity</i>	Criteria for Exiting AIS
Kindergarten <ul style="list-style-type: none"> • Kindergarten Screening • Math Pre Test • Early Literacy Profile 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • Child Study Team recommendation • Early Literacy Profile 	<ul style="list-style-type: none"> • Small group instruction • Individualized instruction • Differentiated instruction • Speech Services • Extra Help 	<ul style="list-style-type: none"> • Small group instruction • Individualized instruction • Differentiated instruction • Speech Services • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extra Help 	<ul style="list-style-type: none"> • Kindergarten End of Year Assessment • Recommendation of Teacher/Administration based upon classroom performance • Early Literacy Profile
Grade 1 <ul style="list-style-type: none"> • Early Literacy Profile • NYSESLAT (for ELLs) 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • Emergent Level on Early Literacy Profile 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (Before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Push-in • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (Before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Student Progress • Teacher recommendation
Grade 2 <ul style="list-style-type: none"> • Early Literacy Profile • NYSESLAT (for ELLs) 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • Early Beginning Level on Early Literacy Profile 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Push-in • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Early Literacy Profile- Early Independent Level • Student Progress • Teacher recommendation
Grade 3 <ul style="list-style-type: none"> • Early Literacy Profile • NYSESLAT (for ELLs) • ELA assessment 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • Advanced Beginning Level on ELP exam 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Push-in • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Early Literacy Profile- Advanced Independent • Level 3 or 4 on the NYS Assessments • Student Progress • Teacher recommendation

PROCEDURES TO DETERMINE NEED FOR AIS

Assessment Measures	Entry Criteria <i>Minimum of two of the following must confirm findings of initial screening:</i>	AIS for Level 1 <i>High Intensity</i>	AIS for Level 2 <i>Moderate Intensity</i>	AIS for Low Level 3 <i>Low Intensity</i>	Criteria for Exiting AIS
<p>Grade 4</p> <ul style="list-style-type: none"> • NYS ELA Assessment • NYS Math Assessment • Intermediate Literacy Profile • NYSESLAT(for ELLs) 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • Level 1 or 2 or low Level 3 on State Assessment • Results of the Intermediate literacy profile 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (Before and after school) • Summer Enrichment • Extra Help 	<ul style="list-style-type: none"> • Level 3 or 4 on the NYS Assessments • Student Progress • Teacher recommendation
<p>Grade 5</p> <ul style="list-style-type: none"> • NYS ELA Assessment • NYS Math Assessment • NYS Social Studies Assessment • NYSESLAT(for ELLs) • The Intermediate Literacy Profile 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • New York Grade 4 Test in ELA Performance Levels 1, 2 or Low Level 3 • New York Grade 4 Test in Math performance Levels 1, 2 or Low Level 3 • New York Grade 4 Test in Elementary Science Raw score Below 30 on Objective portion • Level 1 or 2 or low level 3 on State Assessment • Results based on the Intermediate Literacy Profile • Results based on the Gates-McGinitie 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (before and after school) • Summer enrichment • Extra Help 	<ul style="list-style-type: none"> • Level 3 or 4 on the NYS Assessments • Student Progress • Teacher recommendation

PROCEDURES TO DETERMINE NEED FOR AIS

Assessment Measures	Entry Criteria <i>Minimum of two of the following must confirm findings of initial screening:</i>	AIS for Level 1 <i>High Intensity</i>	AIS for Level 2 <i>Moderate Intensity</i>	AIS for Low Level 3 <i>Low Intensity</i>	Criteria for Exiting AIS
<p>Grade 6</p> <ul style="list-style-type: none"> NYS ELA Assessment NYS Math Assessment NYS Soc. St. Assessment – Gr. 5 NYSESLAT (for ELLs) The ELA The Intermediate Literacy Profile 	<ul style="list-style-type: none"> Teacher recommendation Classroom performance Level 1 or 2 or low level 3 on State Assessment Results based on the Intermediate Literacy Profile 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Differentiated instruction Monitoring by class teacher Additional skill work Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Level 3 or 4 on the NYS Assessments Student Progress Teacher recommendation
<p>Grade 7</p> <ul style="list-style-type: none"> NYS ELA Assessment NYS Math Assessment NYSESLAT (for ELLs) The Intermediate Literacy Profile 	<ul style="list-style-type: none"> Teacher recommendation Classroom performance Level 1 or 2 or low Level 3 on State Assessment Results based on the Intermediate Literacy Profile 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Differentiated instruction Monitoring by class teacher Additional skill work Extended-Day instruction (Before and after school) Summer Enrichment Extra Help 	<ul style="list-style-type: none"> Level 3 or 4 on the NYS Assessments Student Progress Teacher recommendation
<p>Grade 8</p> <ul style="list-style-type: none"> NYS ELA Assessment NYS Math Assessment The Intermediate Literacy Profile NYSESLAT (for ELLs) 	<ul style="list-style-type: none"> Teacher recommendation Classroom performance Level 1 or 2 or low level 3 on State Assessment Results based on the Intermediate Literacy Profile 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help 	<ul style="list-style-type: none"> Differentiated instruction Monitoring by class teacher Additional skill work Extended-Day instruction (Before and after school) Summer Enrichment Extra Help 	<ul style="list-style-type: none"> Level 3 or 4 on the NYS Assessments Student Progress Teacher recommendation

PROCEDURES TO DETERMINE NEED FOR AIS

Assessment Measures	Entry Criteria <i>Minimum of two of the following must confirm findings of initial screening:</i>	AIS for Level 1 <i>High Intensity</i>	AIS for Level 2 <i>Moderate Intensity</i>	AIS for Low Level 3 <i>Low Intensity</i>	Criteria for Exiting AIS
<p>Grade 9</p> <ul style="list-style-type: none"> • NYS ELA Assessment – Gr. 8 • NYS Math Assessment – Gr. 8 • NYS Science Assessment – Gr. 8 • NYS Social Studies Assessment – Gr. 8 • NYSESLAT (for ELLs) • The Intermediate Literacy Profile 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • New York Grade 8 Test in ELA Performance Levels 1, 2, or Low Level 3 • New York State Grade 8 Test in Math Performance Levels 1, 2, or Low Level 3 • New York State Grade 8 Science Performance Levels 1, 2, or Low Level 3 • New York State Social Studies Performance Levels 1, 2, or Low Level 3 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Regents Prep • Subject area labs • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Extra-help • Summer School • Push-in 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Regents Prep • Subject area labs • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Extra-help • Summer School • Push-in 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (Before and after school) • Summer Enrichment • Extra Help • Push-in 	<ul style="list-style-type: none"> • Re-test for Mastery • Component Re-testing 65 or above • Regents requirements as per cohort group • Student progress • Teacher recommendation • Read 180
<p>Grades 10 - 12</p> <ul style="list-style-type: none"> • Performance on NYS Regents Examinations • Classroom Assessments and Midterm and Final Examinations • NYSESLAT (for ELLs) 	<ul style="list-style-type: none"> • Teacher recommendation • Classroom performance • New York State Regents Performance: Levels 1 (scoring below 38%), Level 2 (scoring 39 – 48%), and Low Level 3 (scoring 49 – 64%) 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Regents Prep • Subject area labs • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Extra-help • Summer School 	<ul style="list-style-type: none"> • Reading intervention • Math intervention • Regents Prep • Subject area labs • Small group instruction • Individualized instruction • Differentiated instruction • Pull-out • Extended-Day instruction (before and after school) • Extra-help • Summer School 	<ul style="list-style-type: none"> • Differentiated instruction • Monitoring by class teacher • Additional skill work • Extended-Day instruction (Before and after school) • Summer Enrichment • Extra Help 	<ul style="list-style-type: none"> • Re-test for Mastery • Component Re-testing 65 or above • Regents requirements as per cohort group • Student Progress • Teacher recommendation

PARENTAL CONTACT AND INVOLVEMENT

The **building principal will be responsible** for parental notification (*form available in appendix*) indicating a need for Academic Intervention Services. This **notification form must be sent out for every child identified for AIS** and has also been made available in Spanish, in the native language of the parent, where appropriate, and includes all required elements:

- A summary of the services being provided to the student, including when the services will be provided
- The reason(s) the student needs such services, and
- The consequences of the student not achieving the standard

A copy of this notification form must be sent to the Administrator of Federal & State Funded Programs as well as a copy must be available at each school site.

Each semester the school will **offer parents opportunities to conference** with the student's classroom teacher(s) and other professional staff providing academic intervention services, including staff providing academic support services. **Parents will receive quarterly reports** during the regular school year on the student's progress. These reports will vary by level and may be provided by interim reports, phone calls, conference reports, report cards or individual reports. For parents of ESL/ELL students, the district will make accommodations for translation of the report into their native language.

CRITERIA FOR ENDING AIS

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. Students who are re-tested mid-year will be required to score at the 45 percentile nationally or better in order to end AIS. For students in grades 3 through 12, individual re-testing may be recommended by the building AIS team at the conclusion of the second and third quarters of the school year. In grades K-2, decisions on ending AIS services will be made by the building AIS team on an individual basis, using appropriate time-lines and locally-developed assessments.

When AIS is discontinued, the parent will be **notified in writing** as outlined above:

- 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.

The Roosevelt Union Free District Family Support Center, located on the second floor of the middle school, will also provide information on ways they can support their child's learning by working with their child, monitoring their child's progress and working collaboratively with staff members providing AIS services. For more information of other services provided by the center call (516) 345-7039.

MANAGEMENT AND COORDINATION OF SERVICES

The Roosevelt Union Free School District will offer AIS in the areas of academic instruction as well as support services. *Decisions related to eligibility and frequency and intensity of services will be made by appropriate staff at the building level.*

- At the elementary level this determination of eligibility, monitoring and service delivery will be coordinated by reading and math curriculum specialists, social studies teacher leaders, science teacher leaders, social workers and Child Study Team, principals and assistant principals.
- At the middle and high school levels the determination of eligibility, monitoring and service delivery will be coordinated by each academic department as well as social workers and guidance counselors, reading teachers, Child Study Team, administrators and supervisors.

This plan is intended to provide a general description for AIS services for students in the district K-12.

In addition, the district’s AIS Steering Committee will annually review student needs by analyzing data at the building level such as:

- Root causes of student performance data;
- The number of students receiving AIS within each grade level;
- The range of performance levels of eligible students as determined by State assessments;
- Staffing needs, instructional approaches and scheduling options required to meet the needs of students as required by AIS;
- Ongoing oversight, monitoring and review of programs by the district’s AIS Steering Committee.

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. All high school students in need of academic intervention services will be provided with such services despite any scheduling difficulties, as required by the newly adopted regulations. In instances where an individual student is in need of student support services, all efforts will be made to respond to these needs in a timely manner in order to assist the student in achieving academic standards.

MONITORING/EVALUATION/BIENNIAL REVIEW

Monitoring student progress is an ongoing process. The building principal is responsible for monitoring the progress of pupils in his/her building. He/she is further responsible to communicate his/her findings to the academic supervisors and/or appropriate service providers, and to submit periodic reports to the Assistant Superintendent for Curriculum, School Improvement, Professional Development and Planning.

The building child Study Team (CST)/Instructional Support Team (IST) will meet at least biannually to monitor the progress of all students who achieve a Level 1 on New York Assessments. The building CST/IST will meet at least annually to monitor progress of students who achieve a Level 2 or low Level 3.

The building principal in conjunction with the appropriate support staff shall determine the level of Academic Intervention Services (AIS) necessary for each student at Level 1, 2 and or low Level 3 based upon SED recommendations and the District’s AIS plan.

RECORD KEEPING

Each school building will maintain a record and folder of student’s work for each child who is in need of Academic Intervention Services. The record will include the student’s performance on measures used to determine need for AIS, services provided, attendance at sessions, notification of parent/legal guardian conferences, and other information as necessary. Each school principal and AIS provider should continually update each AIS student’s “Academic Intervention Services (AIS) Student Profile”, which is provided by the district. This profile should be kept as the first page of each student’s AIS folder. The student’s folder will also include samples of tasks that reflect remediation and instruction. Currently, the District is working towards an electronic process/system in which AIS records will be accessible through a networked database.

The building principal will have a school-specific plan that reflects the guidelines of the District Plan for AIS. Each principal submission will include the following sections in their respective plans under the given order:

1. Generalized description of AIS;
2. Criteria used to determine eligibility for AIS;
3. AIS provisions;
4. AIS Organizational Flow Chart within your school;
5. Names of AIS Team Members in your school;
6. List of students receiving AIS and their respective service providers;
7. 1st AIS Notification Letter to Parent/Guardian to initiate services for students;
8. Weekly services for each student;
9. AIS attendance forms;
10. Student Quarterly Progress Report form;
11. Form for recording AIS Team meetings;
12. 2nd AIS Notification Letter to Parent/Guardian to continue or end AIS services; and
13. Frequently Asked Questions (FQA).

The principal will keep two copies within the school. One copy will be placed in the principal’s/main office and the second copy will be placed in the room designated for AIS services. The files will be accessible to school administration, faculty, AIS providers, and parents/guardians upon request.

ACADEMIC INTERVENTION SERVICES PLAN REVIEW AND REVISION

The district's Academic Intervention Services Plan will be reviewed and revised at least every two years. The next Plan review and necessary revisions will be conducted *no later than February 2011*.

Appendix

Frequently Asked Questions

1. What are academic intervention services (AIS)?

Academic intervention services help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include:

- Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and
- Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

2. How does a student become eligible for academic intervention services and when should they start?

There are two ways a student becomes eligible for AIS.

- One way is when a student does not pass an elementary, intermediate or commencement-level state assessment in English language arts, mathematics, social studies or science. Not passing means that a student has not met the “state-designated performance level.”
- The second way is when the school district determines that the student is at risk of not meeting state standards. Each school district’s AIS plan (see question 9) should describe the sources of information it will use in determining at-risk students.

3. What is the ‘state-designated performance level’ on state assessments?

Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment.

- Level 1 means the student has not met the academic standards, has serious academic problems and needs extra help.
- Level 2 means the student has not met the academic standards, has some academic problems and needs extra help.
- Level 3 means the student has met the academic standards.
- Level 4 means the student exceeds the standards and is moving toward high performance.

All students who score at Levels 1 and 2 must receive academic intervention services. The services for a particular student should vary in intensity based on the student’s needs as measured by state assessments and other information on the student’s performance. Students with the most intensive needs would receive more scheduled services, for a longer duration, with individualized instruction. Students with less intensive needs (those in the upper range of level 2) might only receive student support activities such as regular progress checks, additional assessments and meetings with the classroom teacher to adjust instruction, if necessary. Records of this service should be kept, as for all AIS services.

4. What state assessments trigger AIS and how soon should parents and teachers be informed that children need AIS?

State tests that trigger AIS are as follows:

Grades 3-8

- Mathematics and English Language Arts Tests — Score of 1 or 2 Elementary
- Grade 4 ESPET (Science) — Score of 30 or less on objective portion
- Grade 5 Social Studies Test — Fail to meet performance standard Intermediate — administered in grade 8
- Science and Social Studies Tests — Fail to meet state-designated performance standard High school

- Regents examinations: ELA, Math A or Integrated Algebra, any of the four science disciplines (Living Environment, Earth Science, Chemistry and Physics), Global History and U.S. History — Fail to meet the score of 65 for general education students or, for students with disabilities, fail to meet the score of 55, through the class of 2013.

According to the Commissioner’s Regulations, school districts must provide AIS to identified students no later than the beginning of the semester following a decision that a student needs AIS. Since most state assessments are administered in the spring, school principals should notify parents in writing of their child’s results prior to the start of the next school year (Sept. 1).

5. How are students enrolled in kindergarten through grade 3 identified for AIS?

Each school district’s AIS plan must describe procedures to determine if a student lacks reading readiness on a student assessment or is at risk of not achieving a level 3 on the English language arts or mathematics assessment. The district’s procedures may also include diagnostic screening for vision, hearing and physical disabilities as well as a screening for possible limited English proficiency.

6. How are high school students identified for AIS?

Any student who scores below level 3 on an intermediate assessment must receive AIS in high school. In addition, any student who fails a Regent’s examination in English language arts, mathematics, social studies or science must receive AIS. The district’s AIS plan must also include procedures for identifying high school students who are at-risk of not meeting state standards at this level of schooling. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

7. What options could be used to vary the intensity of services?

Students should not be taken out of regular instruction. Schools should include as many options as are necessary to meet the range of student needs including:

- Extra time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Extended school day;
- Before and after school sessions;
- Evening and weekend sessions; and
- Summer school.

Individual academic intervention service plans are not required for students. Students should receive services based on the intensity of services needed.

8. Must academic intervention services be provided to students with disabilities?

Students with disabilities must have access to AIS in the same manner as students without disabilities, that is, by scoring below the designated performance level on state assessments or through the district procedures described in its AIS plan. Academic intervention services are a part of general education and must not supplant special education services. The school district must provide AIS to the “extent consistent” with the student’s individualized education program (IEP). To the “extent consistent” means that appropriate accommodations, supports and test

accommodations must be provided when AIS is implemented to assure that these students benefit from AIS. AIS providers must receive a copy of the student's IEP.

9. Must academic intervention services be provided to English language learners?

English language learners must have access to AIS in the same manner as general education students, that is, by scoring below the designated performance level on state assessments or through the district procedures described in its AIS plan. Academic intervention services for English language learners must be supplementary and “in addition to” and must not replace the bi-lingual and free standing ESL program requirements under Commissioner's Regulations Part 154 services. AIS must be planned and implemented in coordination with the ELL student's general education program.

10. Is the school district required to develop a plan describing its academic intervention services?

Each school district must have a written plan of the academic intervention services to be offered in grades K-12. This plan must specify procedures for identifying eligible students in all grades including those grades where there are no state assessments in English language arts or mathematics and in those grades where there are no state assessments in social studies or science. The district's plan must be reviewed and revised, based on student performance results, every two years. School districts should ensure that a variety of developmentally appropriate assessments and other student information must be used to determine if:

- A student is at risk of not meeting state learning standards and in need of academic intervention services: and
- A student is meeting, or is likely to meet, state learning standards and no longer in need of academic intervention services.

The district, in consultation with each school, is responsible for developing the description of services for all schools and presenting it to the board of education for approval. Any variations to the general plan that apply to specific schools must be included in the district description.

Variations to the general description should be based on each school's review of its students eligible for AIS.

11. Who should be involved in developing the description of the AIS?

Administrators, classroom teachers, special area teachers, counselors/pupil personnel staff, parents, community members and students, if appropriate, should be involved in the development of the AIS plan. School districts should also identify the roles and responsibilities of these individuals as well as for those responsible for oversight, monitoring and review of services.

12. Who is responsible for the implementation of AIS?

The building principal is responsible for ensuring that each eligible student receives AIS according to the procedures and description of services included in the district's AIS plan.

13. How should the parent(s) be notified that their child is eligible to receive AIS?

Parent(s) must be notified in writing by the principal of the school that the student attends that their child will be receiving academic intervention services. This notification must be provided to the parent prior to the start of AIS. Such notice must be provided in English and translated, when

appropriate, into a parent's native language. Other forms of communication may be necessary, as well, for example, for the visually impaired. This notification must include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

14. How should the school notify the parent(s) that a student no longer needs AIS?

Parent(s) must be notified in writing by the principal of the school that academic intervention services for his or her child will be discontinued. Such notice must:

- Include the reason for ending service;
- Include the performance levels obtained on district - selected assessments, if appropriate; and
- Be translated, where appropriate, into the native language of the parent(s). Other forms of communication may be necessary, as well, for example, for the visually impaired.

15. Is the school required to provide ongoing communication to the parent(s) of a student receiving AIS?

At a minimum, the parent(s) of a student receiving academic intervention services must receive the following:

- At least once each semester, an opportunity — such as a parent conference — for consultation with the student's regular classroom teacher(s) and other professional staff providing academic intervention services, including those involved with academic support services.
- Quarterly progress reports during the regular school year. These reports may be by mail, telephone, telecommunications, or included in the student's report card. Such reports should be translated into the native language of the parent(s), where appropriate. The district must also make additional accommodations for parent(s) with different modes of communication, such as the visually impaired or those with limited literacy skills in English or their native language.
- Information on ways parent(s) can work with their child, monitor their child's progress, and work with teachers and other educators providing academic intervention services to improve their child's achievements.

16. May parents refuse to have their children receive academic intervention services?

Parents may not refuse to have their children participate in AIS if it is offered within the regular school day. Parents should freely express their concerns about AIS. School staff should share evidence of the student's need for academic intervention services, and work with the parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. According to the State Education Department, a student is required to participate in appropriate academic programs during the regular school day. Hours of compulsory attendance are district- determined and a school district may, by board resolutions, extend the school day. However, attendances in summer school programs or programs beyond the regular school day are voluntary and not compulsory.

17. May parents advocate for their children to receive academic intervention services or request changes in services being provided to them?

Parents may advocate for their children to receive academic intervention services. The district should, 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 criteria for AIS. Parents and teachers may also request changes in the program of academic intervention services being provided to a child. District and school staff should work with parent(s) to:

- Determine the necessity for changes based on additional information; and
- Review scheduling and delivery options that might better meet the student's needs. However, the district retains the responsibility for appropriate placement of the student.

18. What should parents and teachers look for in a student's AIS program?

Here is a list of 10 things:

- A student's intervention is based on a variety of pieces of information, including tests and student work, which identify specific student needs.
- The AIS and classroom teachers know what each student needs to learn to meet the state learning standards.
- Students grouped for specific interventions have similar educational needs.
- Students are evaluated on a regular basis to determine if the AIS should be changed or ended.
- The intervention includes multiple approaches to learning that strengthen a student's skills and strategies.
- Students learn organization and problem-solving strategies, including how to respond to questions requiring critical thinking skills.
- A student's core classes and AIS are scheduled so that students have uninterrupted learning time.
- The student's AIS program uses a variety of material and resources, including technology to meet the various learning styles and instructional need of students.
- Parents are provided with practical assistance to support their child's learning needs.
- Parents, teachers, principals and other school personnel collaborate in meeting the needs of children.

19. What funding sources can a district use to support the academic instruction and student support service components included in academic intervention services?

In addition to local funds, school districts may use state and federal funds for supporting academic intervention services. Federal funds include those that are available under the "No Child Left Behind" Act of 2001.

20. What are the qualifications of staff who provide academic intervention services?

Staff who provide academic intervention services must be appropriately certified for the area(s) of their instructional assignment — reading, English language arts, mathematics, social studies or science, or for the area of their student support service assignment, such as pupil personnel services.

- At the elementary level, appropriate certifications for instructional assignments in mathematics, social studies and science include Common Branch, PreK- 6, N- 6, B-2 and 1-6. as defined in the Commissioner’s Regulations. For the provision of AIS in reading, however, reading certification is strongly recommended.
- At the secondary level (grades 7-12) approvable certifications for AIS instructional assignments include certification in reading and content certifications in English, mathematics, science and social studies.
- At both elementary and secondary levels, appropriate certifications for providing AIS include those for special education as defined in Section 80.6 of Commissioner’s Regulations. However, if a special education teacher provides AIS to a student, it is not a special education service.

21. Does AIS affect whether a student can receive a high school diploma?

The receipt of a high school diploma is based on meeting specific course requirements and successfully passing required Regents examinations. AIS helps students to meet learning standards and to pass their examinations.

SCHOOL AIS PLAN ANNUAL REVIEW RUBRIC

School:	<input type="checkbox"/> Centennial	<input type="checkbox"/> Washington Rose	<input type="checkbox"/> Ulysses Byas	<input type="checkbox"/> Middle School	<input type="checkbox"/> High School
----------------	-------------------------------------	--	---------------------------------------	--	--------------------------------------

Principal: _____

Review Date: _____

	Missing	1=Unsatisfactory/ Needs Work	2= Satisfactory	Comments
1. Generalized description of AIS				
2. Criteria used to determine eligibility for AIS				
3. AIS provisions				
4. AIS Organizational Flow Chart within your school				
5. Names of AIS Team Members in your school				
6. List of student receiving AIS and respective service providers				
7. 1 st AIS Notification Letter to Parents				
8. Weekly services for each student				
9. AIS student attendance forms				
10. Student Quarterly Progress Report Form				
11. Form for recording AIS Team Meetings				
12. 2 nd AIS Notification Letter to Parent/Guardian				

Comments: _____

Left Blank Intentionally

ACADEMIC INTERVENTION SERVICES PARENT NOTIFICATION

Date: _____

Dear Parent/Guardian,

The State has mandated schools to provide **Academic Intervention Services (AIS)** to students believed to be in jeopardy of ***not succeeding on the state assessments***. Based upon New York individual assessments results your child has been identified as a student in need of:

- AIS;
- Continuing receiving AIS, and/or;
- Discontinuing receiving AIS due to the fact that your child:
 - Has meet or exceeded the State designated performance level on the most current State assessment; or
 - Has shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services.

In the area(s) of:

- English Language Arts
- Mathematics
- Science
- Social Studies

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 _____ (principal/guidance counselor) at _____ (phone #).

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 Service is being recommended at this time to better prepare your child to meet these standards. The following services will be offered to meet your child's needs see the attached "Academic Intervention Services Student Plan".

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 as a Roosevelt Union Free School District graduate.***

Sincerely,

Principal

**ACADEMIC INTERVENTION SERVICES
STUDENT PLAN**

SCHOOL YEAR: _____

STUDENT NAME: _____

GRADE: _____ SCHOOL: _____

ELIGIBLE FOR AIS IN THE AREA OF:

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies
--	--------------------------------------	----------------------------------	---

TEACHER PROVIDING AIS SERVICES:

TYPE OF AIS SERVICES:

- Academic intervention instructional:
 - Flexible scheduling options, including additional class time (double literacy blocks) and extended time
 - Differentiated instruction based on individual need
 - Co-teaching
 - Individualized instruction
 - Small Group instruction
 - Consultant model push-in support
 - Alternative Education placement
 - Monitoring/extra attention from classroom teacher
 - Structured study period
 - Flexible grouping
 - Math push-in support
 - 9th Grade Academy
 - Curriculum Coordinators/Specialist push-in support
 - Other: _____

- Student support services
 - Attendance Problems
 - Discipline Problems
 - Family-related Issues
 - Health-related Issues
 - Nutrition-related Issues
 - Mobility/Transfer Issues
 - Mental Health-Related Issues
 - Study Skills
 - Other: _____

AIS OFFERED DURING:

<input type="checkbox"/> Regular school day;	<input type="checkbox"/> Extended School Day	<input type="checkbox"/> Summer School
--	--	--

**ACADEMIC INTERVENTION SERVICES (AIS)
STUDENT PROFILE**

Direction: Complete and update this form on a continuous basis. A copy must be in the student's cumulative records.

Student _____ Grade _____
(Last Name) (First Name) (Middle Initial)

Student ID # _____

Principal Name _____

School _____ Date of Entry _____
(Current School Name) (xx/xx/xxxx)

Parent/Guardian _____ Telephone (____) ____ - ____
(Last Name) (First Name)

Current Teacher Name _____ Academic Year _____
(Last Name) (First Name) (xxxx - xxxx)

Special Education? _____ (check one) LEP? _____ (check one)
(Yes) (No) (Yes) (No)

Course Needing AIS services (List all below) Academic and Student Services offered:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

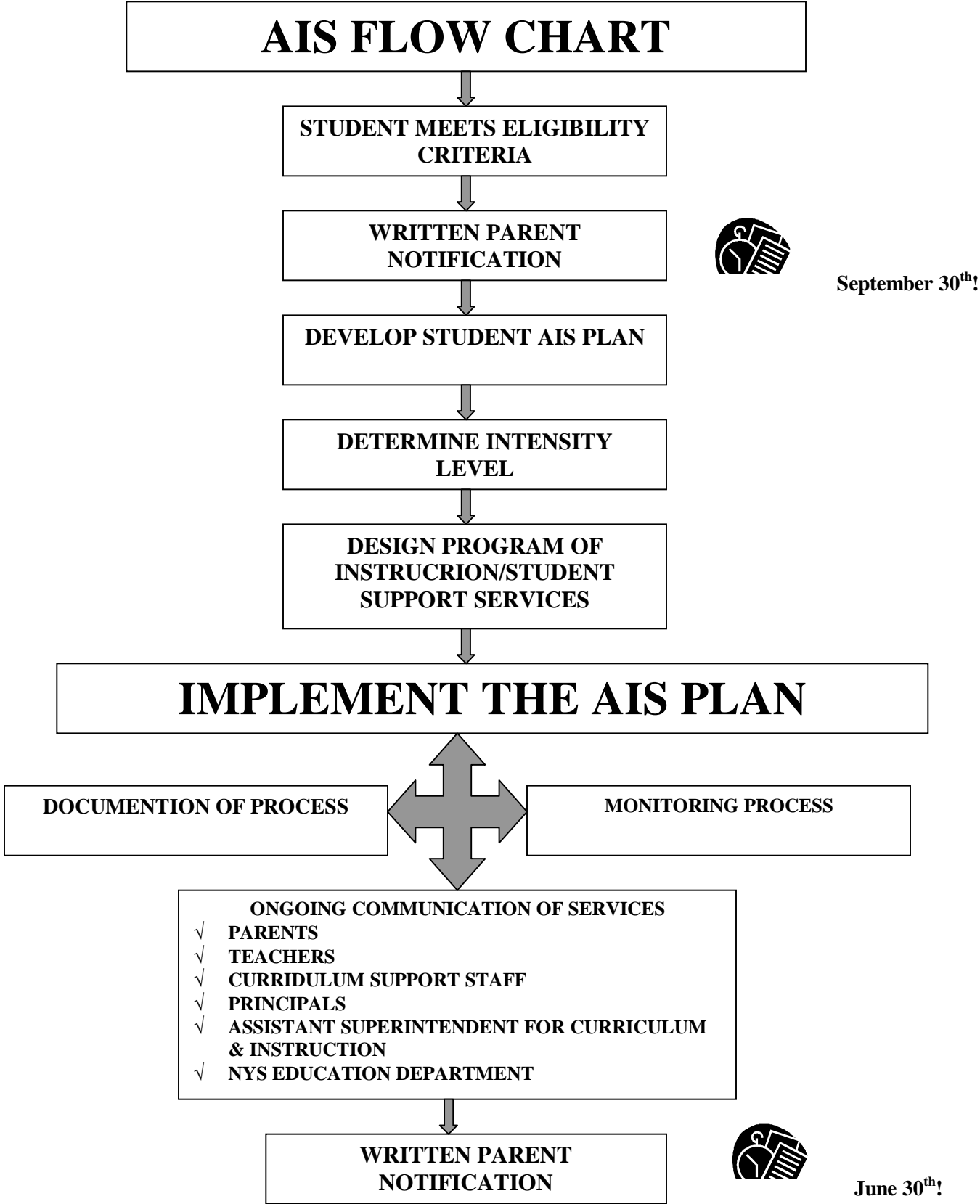
AIS Provider _____ AIS offered during: Day _____ Extended Day _____ Summer _____

Progress Report Grades

Date	Quarter	Grade

AIS Services Provided

English Language Arts	Mathematics	Social Studies	Science



AIS FLOW CHART DESCRIPTION

STUDENT MEETS ELIGIBILITY CRITERIA

Student scores level 1 or level 2 on NYS assessments, multiple measures, or is at-risk of not meeting state standards.

WRITTEN PARENT NOTIFICATION

Letter sent to parent indicating the need for AIS and to request assistance with developing student AIS plan, **no later than September 30th**.

DEVELOP STUDENT AIS PLAN

Teacher, along with input from review team and parent, creates individual student plan to identify student's instructional needs.

INTENSITY LEVEL: HIGH – MEDIUM - LOW

Determine the duration and frequency of additional instruction or support services necessary to improve student's academic performance based on performance level and other sources of evidence.

DESIGN PROGRAM OF INSTRUCTION / SUPPORT SERVICES

Identify skills and strategies, as well as other kinds of support services (i.e. attendance) that will comprise the instructional approach employed to meet student's needs.

IMPLEMENT THE AIS PLAN

Teacher will provide additional instruction during the school day that focuses on individual student needs.

MONITORING PROGRESS

Teachers, Curriculum Support Staff, Principal will continuously, **minimum (4) quarterly meetings must be held annually**, to evaluate student progress by determining the effectiveness of prescribed interventions. The student's attendance in regular day, extended day, summer school, report card progress reports, and teacher observations should also be considered. Adjustments in the instructional approach may be indicated based on degree of progress student achieves.

DOCUMENTATION OF PROCESS

Includes record keeping of the development of initial student AIS plan, student participation in AIS, student response to the instructional approach (successful? progressing?). Record of exit criteria used to determine student's achievement level.

ONGOING COMMUNICATION

School is responsible for communicating student progress to parents on report cards as well as letters, phone calls, and parent conferences. In addition, records must be made available to the AIS Dept. at Central Office NYS Education Department (NYSED).

WRITTEN PARENT NOTIFICATION

A notification letter must be sent to the parent informing them whether or not the student meets NYS standards as demonstrated by a performance level score of 3 or 4 on NYS assessments or through multiple measures and sources of evidence. **Notification must be sent home no later than June 30th**.

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