

Newburgh Enlarged City
School District Academic

Academic Intervention Services Plan

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Newburgh Enlarged City School District Elementary Academic Intervention Services Plan

The Newburgh Enlarged City School District is the largest public school district in Orange County, New York, and is classified as a High Need/Resource Capacity Urban-Suburban School District by the New York State Education Department. As a result of the school district being designated “enlarged” by the State Education Department, students reflect a wide range of the social-economic spectrum. There were 11,606 K-12 students enrolled in the school district during the 2014-2015 school year, with 72% eligible to receive free and reduced lunch. 14% of NECSD students are LEP eligible and another 14% are designated as students with disabilities. All of these factors manifest in the need for a comprehensive AIS Plan that is implemented with fidelity, which can have a dramatic effect on students who are struggling to meet Common Core Learning Standards in core subjects.

In the Newburgh Enlarged City School District, our at-risk students are entitled to an expanded platform of academic services as necessary to meet their needs. Early interventions are the best way to begin to ameliorate the effects of poverty on school performance. When students do not receive a sound basic education at the K-8 level that prepares them for a meaningful high school education, it is unlikely they will be successful. The goal of this plan is to ensure that systems are in place to provide targeted support to the students who need it most and to ensure supportive learning environments in which students gain the knowledge, skills, and dispositions necessary to master learning expectations at all levels.

Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however that such services are consistent with the student’s individualized education program (IEP). Academic Intervention Services shall also be made available to English Language Learners (ELL). For these ELL students services in the standards areas of mathematics, science, social studies, and language arts must be provided in English or the native language, depending on the specific needs of the students.

The Newburgh Enlarged City School District's Academic Intervention Services (AIS) Plan was 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 Common Core Learning Standards (NYSCCLS).

This AIS plan serves as a quality assurance document and stems from the knowledge that in order to help our at-risk, struggling students achieve the expectations of the Common Core Learning Standards, we must:

- Determine how and when we will assess whether or not students are meeting the expectations of the Common Core Learning Standards.
- Follow the NECSD AIS plan when a student is not meeting the expectations of the Common Core Learning Standards.
- Determine when a student has mastered the expectations of the Common Core Learning Standards and is no longer in need of Academic Intervention Services.

Intensity of Services

The following list outlines the range of available services currently offered by the district. Specific services may vary by grade level and school. However, across all schools, the intensity and frequency 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.

Monitor/Exit AIS - Students are matched to AIS teachers based on achievement level, as determined by the recommendation process. Teachers differentiate instruction to ensure that individual students are able to master learning standards for that course. Students will move out of level 2 into this level in order to exit AIS.

Moderate Intensive - Designated courses and/or labs at the secondary level will feature collaborative co-teaching AIS support in English Language Arts, Math, Science or Social Studies. These classes will have smaller student to teacher ratios than traditional courses. Teachers and AIS specialists will coordinate to create lessons that utilize small-group instruction in meaningful and beneficial ways.

Most Intensive - Students who demonstrate minimal growth/performance are identified and given additional small-group and/or 1:1 support. In anticipation of this level of intervention, AIS specialists work with classroom teachers to review students' critically deficient areas, develop individualized lessons, and utilize specific learning strategies in order to help students meet the expectations of the Common Core Learning Standards.

Delivery of Service

Qualified staff that is appropriately certified will deliver Academic Intervention Services. Teaching assistants cannot be the primary provider of academic services. They can provide support for certified teachers who are the primary providers of AIS. AIS services will be provided at various times. Services may be offered during the school day, after the school day, and during the summer.

Push-in Support Services

Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups. Students receiving push-in services are also strongly encouraged to stay after school for help on a regular basis.

Scheduled Class Support Services

Additional class periods offer small group instruction, approximately 6 - 8 students, to reinforce concepts taught during class and to strengthen foundation skills required for success in current classroom instruction.

Support Services

Students in need of AIS may require support services, such as school guidance and counseling services to improve attendance, to coordinate services by other agencies, and to provide study skills. In addition, barriers to academic progress may include, but not be limited to the following: attendance, discipline, substance abuse, family-related issues, health related issues, nutrition-related issues, and mobility/transfer issues.

Monitoring Student Progress

Monitoring student progress is an ongoing process. The building principal, with the support of the RtI Team, is responsible for monitoring the progress of all students in his/her building. The progress of students receiving AIS will be reviewed each trimester in K-5 and quarter in grades 6-12 to determine the frequency and intensity of AIS for each student who qualifies for services. Documentation of ongoing monitoring will be completed in the RTIm Direct system when applicable.

A student requiring AIS will continue to be provided with service(s) until the student's performance indicates that district standards have been attained. The guidelines for discontinuing services (listed on the exit criteria that follows) will be considered in regard to termination of services.

Role of the AIS Teachers

AIS teachers employed by the Newburgh Enlarged City School District assist with diagnosis, provide remedial instruction, and resources to the classroom teacher. An equally important role is the maintenance of communication with classroom teachers relative to student progress and the literacy or math program in general. Classroom teachers are encouraged to consult with the building AIS specialists for support and guidance in developing individual student program goals.

AIS teachers provide services within the classroom setting (push-in) or pull students out for small group instruction. The needs of the students will guide the decision for how the program is implemented. When pushing into a classroom, the AIS teachers can teach cooperatively with the classroom teacher or model strategies to a whole or small group. Teachers pushing into a classroom can focus on students at risk and provide the support needed during authentic tasks. Taking students out of classrooms in small groups allows for intensive, strategic teaching, especially for students who have difficulties learning in large groups. Also, students can be grouped according to instructional level.

Scheduling

At the elementary level, students in the AIS program will **not** be pulled out of the 90 minute uninterrupted literacy block or 60 minute math block as required by NYS. Scheduling of classes at the secondary level will **not** interfere with the student's core subject areas due to a primarily push in program. Qualifying students will receive a minimum of two 45 minute periods of instruction per week with a qualified AIS teacher,

Recommended Group Sizes

Group sizes will vary based on level and need of students. It is recommended to group students according to ability and needs.

K-2	2-6 (ideal is 4)
3-5	2-8 (ideal is 6)
6-8	2-8 (ideal is 6)
9-12	10-15

Student Records/Profiles

Student records will be kept by the AIS teacher on every student that is serviced. The RTIm Direct system will include the following information:

- Parent notification letter
- Assessment scores that identify services
- Diagnostic Educational Plan that outlines strengths /weaknesses and goals for the student
- Progress Reports
- Conference/meeting/contact log with parents and teachers
- Service Logs Monthly

Each AIS Specialist will keep a class list that identifies demographic information, a record of attendance for each session, and parental information that was given out throughout the year. They will also keep a folder for each student receiving services that will contain:

- 3 work samples
- parent/student compact (if returned)
- parent communication
- communication within building

Eligibility of Services

The district AIS Plan includes both entrance and exit criteria set forth by state or district criteria. In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Services will commence no later than the beginning of the semester, following the determination that a student needs such services.

Multiple Measures Used to Determine Eligibility

Assessment	Grade Level
iRead	K-2
RigbyPM	K-2
Teachers College Reading Assessment	3-5
Previous year's District Post Assessment (ELA & Math)	K-5
iReady ELA	K-8
iReady Math	K-8
NYS ELA	4-9
NYS Math	4-9
Classroom assessments/performance	K-12
Report Card grades	K-12
Recommendation by teacher, counselor, administrator, or other school staff	K-12

Procedures for Parent Notification

The partnership between home and school is important in order to ensure student's success. Teachers and parents are both interested in discussing students' programs and progress.

Notification of Services

To ensure effective parental involvement and to develop a partnership for improving student academic achievement, the building principal will be responsible for parental notification indicating a need for Academic Intervention Services /Title 1. This notification will be made in writing, and, when appropriate, translated into the parent's native language. It will include:

- A summary of the services to be provided to the student
- When the services will be provided
- The reason for AIS/Compensatory Education
- The consequences of not achieving expected performance levels.

Progress in Program

Parents will have multiple opportunities to learn of a student's progress with services:

- Parents will be kept apprised of their child's progress through trimester or quarterly reports, parent conferences or consultations throughout the year, and suggestions for working with the student at home
- Opportunity to consult with the student's regular classroom teachers and other professional staff providing AIS/Title 1, at least once per semester during the regular school year
- Reports on the student's progress at least once each semester by mail, telephone, telecommunications, or other means (i.e., interims, reports cards).

Discontinuation of Services

When a child exits out of the program based on the exit criteria as determined by the state assessment and the district, the parent will be notified in writing that the services will be ending. This notification will include the following:

- ✓ Criteria for ending services
- ✓ Current performance level of the student
- ✓ The assessment(s) that were used to determine the student's level of performance.

Parent Objection to AIS

Student placement in AIS during the day is not a voluntary program. If a parent objects to having the student in AIS, the school building administrator along with the classroom teacher and AIS teacher should listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) in a timely manner to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day remains the responsibility of the district and school.

If a parent continues to object to AIS services, then they may express their refusal to the services, in writing, to the school principal. The letter must state the reason for the refusal and the understanding that due to the refusal of services, the student may not meet the expectations of the grade level standards.

AIS Entrance/Exit Criteria

Students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Eligibility for AIS services will be determined using various measures based on grade level.

Academic Intervention Services

Cut Scores or Level of Performance, signaling need for AIS

Description and provision of intervention services K-5

Grade	Intensity	English Language Arts	Math	Range of Services Provider
Kindergarten	Most Intensive Level 1	<u>DIBELS (composite score)</u> Spring – below 89 <u>Rigby</u> Fall - below 1 Winter - below 2 Spring - below 3 ELA Pre Test – below 50%	Math Pretest – below 50% Teacher recommendation anchored in data	Small pull – out support Provider: AIS specialists
	Moderate Intensity Level 2	<u>DIBELS (composite score)</u> Spring – 118-89 <u>Rigby</u> Fall - 1 Winter - 2 Spring - 4/3 ELA Pretest 64% - 51%	Math Pretest - 64%-51% Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider: AIS specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	<u>DIBELS (composite score)</u> Spring – 119 or above <u>Rigby</u> Fall – 2 or above Winter – 3 or above Spring – 6 or above ELA Pretest 65% or above	Math Pretest – 65% or above On grade level report card	Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 1	Most Intensive Level 1	<u>DIBELS (composite score)</u> Spring – below 111 <u>Rigby</u> Fall - below 3 Winter - below 7 Spring - below 15 ELA Post Test – below 50%	Math Post Test – below 50% Teacher recommendation anchored in data	Small pull – out support Provider: AIS Specialists
	Moderate Intensity Level 2	<u>DIBELS (composite score)</u> Spring – 154-111 <u>Rigby</u> Fall - 3/4 Winter - 8-12 Spring - 14-16 ELA Post test 64% - 51%	Math Post Test - 64%-51% Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider: AIS specialists, Classroom teacher, other support personnel

	Monitor /Exit AIS Level 3 & 4	<u>DIBELS (composite score)</u> Spring – 155 or above <u>Rigby</u> Fall – 5 or above Winter – 13 or above Spring – 18 or above ELA Post test 65% or above	Math Post Test – 65% or above On grade level report card	Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 2	Most Intensive Level 1	<u>DIBELS (composite score)</u> Spring – below 180 <u>Rigby</u> Fall - below 15 Winter - below 17 Spring - below 21 ELA Post Test – below 50%	Math Post Test – below 50% Below grade level on report card	Small pull – out support Provider: AIS specialists
	Moderate Intensity Level 2	<u>DIBELS (composite score)</u> Spring –180-237 <u>Rigby</u> Fall - 15-16 Winter - 17 - 20 Spring - 21 ELA Post Test 64% - 51%	Math Post Test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider: AIS specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	<u>DIBELS (composite score)</u> Spring – 238 or above <u>Rigby</u> Fall – 17 or above Winter – 20 or above Spring – 22 or above ELA Post Test 65% or above	Math Post Test– 65% or above On grade level performance on report cards	Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 3	Most Intensive Level 1	<u>DIBELS (composite score)</u> Spring – below 280 <u>Rigby/TC Reading Assessment</u> Fall - below 21/ Level L Winter - below 23/Level M Spring - below 24/Level O ELA Post Test – below 50%	MATH Post Test – below 50% Below grade level on report card	Small pull – out support Provider: AIS specialists
	Moderate Intensity Level 2	<u>DIBELS (composite score)</u> Spring – 280-329 <u>Rigby /TC Reading Assessment</u> Fall - 21-22/Level L Winter - 22-23/Level M Spring - 24Level O ELA Post Test 64% - 51%	Math Post Test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider: AIS specialists, Classroom teacher, other support personnel

	Monitor Level 3	<u>Rigby /TC Reading Assessment</u> Fall - 21-22/Level N Winter - 22-23/Level O Spring - 24Level P	Math Post Test – 65% or above On grade level performance on report cards	Differentiated Instruction Saturday Academy Provider: AIS specialists, Classroom teacher, other support personnel
	Exit AIS Level4	<u>Rigby/ TC Reading Assessment</u> Fall - 22/Level N and above Winter - 23/ Level P and above Spring - 25/ Level Q and above ELA Post Test 65% or above	Math Post Test – 65% or above On grade level performance on report cards	Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 4	Most Intensive Level 1	<u>NYS ELA</u> Scale score 290 or below <u>TC Reading Assessment</u> Fall - below Level O Winter - below Level Q Spring - below Level R ELA Post Test – below 50	<u>NYS Math</u> 284 and below MATH Post Test – below 50% Below grade level on report card	Small pull – out support Provider: AIS specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Fall 291-305 <u>TC Reading Assessment</u> Fall - Level O Winter - Level Q Spring - Level R ELA Post Test 64% - 51%	<u>NYS Math</u> Scale score 285 - 299 Math Post test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider AIS specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale Score 305 -319 <u>TC Reading Assessment</u> Fall - Level Q Winter - Level R Spring - Level S	<u>NYS Math</u> Scale Score300-313	Differentiated Instruction Saturday Academy Provider: AIS specialists, Classroom teacher, other support personnel
	Exit AIS Level4	<u>NYS ELA</u> Scale score 320 and above <u>TC Reading Assessment</u> Fall -Level Q and above Winter - Level R and above Spring - Level T and above ELA Post Test 65% or above	<u>NYS Math</u> Scale score 314 and above Math Post Test – 65% or above On grade level performance on report cards	Differentiated Instruction in classroom Provider: Classroom Teacher

Grade 5	Most Intensive Level 1	<u>NYS ELA</u> Scale score 286 or below <u>TC Reading Assessment</u> Fall - below Level R Winter - below Level T Spring - below Level U ELA Post Test – below 50%	<u>NYS Math</u> Scale score 282 and below MATH Post Test– below 50% Below grade level on report card	Small pull – out support Provider: AIS specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 287 – 303 <u>TC Reading Assessment</u> Fall - Level R Winter - Level T Spring - Level U ELA Post Test 64% - 51%	<u>NYS Math</u> Scale score 283-298 Math Post Test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction Provider: AIS specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale Score 303 – 319 <u>NYS ELA</u> Scale Score 304 - 320 <u>TC Reading Assessment</u> Fall - Level S Winter - Level U Spring - Level V	<u>NYS Math</u> Scale Score 299 – 313 Math Post Test – 65% or above On grade level performance on report cards	Differentiated Instruction Saturday Academy Provider: AIS specialists, Classroom teacher, other support personnel
	Exit AIS Level 4	<u>NYS ELA</u> Scale score 320 and above <u>NYS ELA</u> Scale score 320 and above <u>TC Reading Assessment</u> Fall - level T and above Winter - level V and above Spring - level W and above ELA Post Test 65% or above	<u>NYS Math</u> Scale score 314 and above Math Post Test – 65% or above On grade level performance on report cards	Differentiated Instruction in classroom Provider: Classroom Teacher

Secondary AIS Program: Grades 6-12

Literacy Across the Disciplines:

Last year's National Center for Literacy Education study, *Remodeling Literacy Learning: Make Room for What Works*, indicated that providing opportunities for collaboration between literacy teachers and content-area teachers leads to greater adherence to the literacy shifts and demands of the Common Core.



ACADEMIC INTERVENTION SERVICES NECSD Secondary Level Support

TIER I

- Classroom teachers differentiate instruction
- Auxiliary services (Writing Lab, Tutorials, APEX, etc)
- Extended classroom instruction

TIER II

- Collaborative Co-teaching model
- Small group instruction

TIER III

- 1:1 support
- Small group relocation

Entrance/Exit Criteria

Students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Eligibility for AIS services will be determined using various measures based on grade level.

Cut Scores or Level of Performance signaling need for AIS:
Description and provision of intervention services: Grades 6-8

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
Grade 6	Most Intensive Level 1	<u>NYS ELA</u> Scale score 288 or below	<u>NYS Math</u> 293 and below Below grade level on report card Teacher Recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Provider: AIS Specialists Classroom Teacher
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 289-304 Below grade level on Report cards Teacher recommendation anchored in data	<u>NYS Math</u> Scale score 294-306 Below grade level on Report cards Teacher recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction Provider AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 304-319 On grade level performance on report cards	<u>NYS Math</u> Scale score 307-318 On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Differentiated Instruction Saturday Academy Provider: AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 4	<u>NYS ELA</u> Scale score 320 and above On grade level performance on report cards	<u>NYS Math</u> Scale score 319 and above On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 7	<u>Most Intensive</u> Level 1	<u>NYS ELA</u> Scale score 282 or below	<u>NYS Math</u> Scale score 283 or below	Below grade level on report card	Scheduled classes

		ELA Post Test – below 50%	MATH Post Test – below 50% Below grade level on report card	Teacher Recommendation anchored in data	Within class staffing Provider: AIS Specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 283 - 301 ELA Post Test 64% - 51%	<u>NYS Math</u> Scale score 284 - 307 Math Post Test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction Provider AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 302-319 On grade level performance on report cards	<u>NYS Math</u> Scale score 308-317 On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Differentiated Instruction Saturday Academy Provider: AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit Level 4	<u>NYS ELA</u> Scale score 320 and above ELA Post Test 65% or above On grade level performance on report cards	<u>NYS Math</u> Scale score 318 and above Math Post Test – 65% or above On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom Provider: Classroom Teacher
Grade 8	Most Intensive Level 1	<u>NYS ELA</u> Scale score 286 or below ELA Post Test – below 50%	<u>NYS Math</u> 292 and below MATH Post Test– below 50% Below grade level on report card	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Provider: AIS Specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 287 – 302 ELA Post Test 64% - 51%	<u>NYS Math</u> Scale score 293-307 Math Post test - 64%-51% Below grade level on Report cards Teacher recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction Provider: AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 303 - 317	<u>NYS Math</u> Scale score 308 - 322 and above	On grade level on report card	Differentiated Instruction Saturday Academy

		<p>ELA Post Test 65% or above</p> <p>On grade level performance on report cards</p>	<p>Math Post Test – 65% or above</p> <p>On grade level performance on report cards</p>	<p>Teacher Recommendation anchored in data</p>	<p>Provider: AIS Specialists, Classroom teacher, other support personnel</p>
	<p>Exit AIS Level 4</p>	<p><u>NYS ELA</u> Scale score 318 and above</p> <p>ELA Post Test 65% or above</p>	<p><u>NYS Math</u> Scale score 322 and above</p> <p>Math Post Test – 65% or above</p> <p>On grade level performance on report cards</p>	<p>On grade level on report card Teacher Recommendation anchored in data</p>	<p>Within class staffing Differentiated Instruction in classroom</p> <p>Provider: Classroom Teacher</p>

Cut Scores or Level of Performance signaling need for AIS:
Description and provision of intervention services: Grades 9-12

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
Grade 9	Most Intensive Level 1	<u>NYS ELA</u> Scale score 283 or below	<u>NYS Math</u> 286 and below Below grade level on report card Teacher Recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Provider: AIS Specialists Classroom Teacher
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 284-300 Below grade level on Report cards Teacher recommendation anchored in data	<u>NYS Math</u> Scale score 287-304 Below grade level on Report cards Teacher recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction Provider AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 301-315 On grade level performance on report cards	<u>NYS Math</u> Scale score 304-321 On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Differentiated Instruction Provider: AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 4	<u>NYS ELA</u> Scale score 316 and above On grade level performance on report cards	<u>NYS Math</u> Scale score 322 and above On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom Provider: Classroom Teacher

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
Grade 10	Most Intensive Level 1	Classroom assessments Below 55% in any core subject on Report cards Teacher recommendation anchored in data			Scheduled classes Math and Writing lab Within class staffing Provider: AIS Specialists
	Moderate Intensity Level 2	Classroom assessments 55 – 65% in core subjects on Report cards Teacher recommendation anchored in data			Scheduled classes Within class staffing Differentiated Instruction Math and Writing lab Provider AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	Classroom assessments Above 65% in core subjects on Report cards Teacher recommendation anchored in data			Within class staffing Differentiated Instruction in classroom Math and Writing lab Provider: Classroom Teacher
Grades 11-12	Most Intensive Level 1	Classroom assessments Below grade level on Report cards Teacher recommendation anchored in data			Scheduled classes Within class staffing Math and Writing lab Provider: AIS Specialists
	Moderate Intensity Level 2	Classroom assessments Below grade level on Report cards Teacher recommendation anchored in data			Scheduled classes Within class staffing Differentiated Instruction Math and Writing lab Provider AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	Classroom assessments Below grade level on Report cards Teacher recommendation anchored in data			Within class staffing Differentiated Instruction in classroom Math and Writing lab Provider: Classroom Teacher

Student Support Services Needed to Address Barriers to Improve Academic Performance

Students in need of AIS may require support services, such as school guidance and counseling services to improve attendance, coordination of services by other agencies, and study skills. In addition, barriers to academic progress may include, but not be limited to the following: attendance, discipline, substance abuse, family-related issues, health related issues, nutrition-related issues, and mobility/transfer issues.

	Description of Services	Intensity Factors: Frequency / Duration / Individualization
Most Intensive	<ul style="list-style-type: none">● Personal and/or family intervention by the school social worker and/or other support staff● Intervention by the school psychologist● Guidance support● Health services● Collaboration with / intervention by outside agencies	<ul style="list-style-type: none">● Varies depending on student need● Conferences and/or home visits as needed● Individual assessment and follow-up sessions as needed● Collaboration with outside agencies
Moderate Intensity	<ul style="list-style-type: none">● Intervention by the school social worker and/or other support staff● Family intervention by the school social worker● Intervention by the school psychologist● Guidance support● Health services● Collaboration with / intervention by outside agencies as needed	<ul style="list-style-type: none">● Varies depending on student needs● Conferences and/or home visits as needed● Group sessions as needed● Collaboration with outside agencies
Low Intensity	<ul style="list-style-type: none">● Preventative / Proactive for all students● Student Orientation and assemblies● Positive Behavioral Intervention Systems● Culturally / Linguistically Responsive Instruction	<ul style="list-style-type: none">● Classroom activities / programs● Monitoring student progress in targeted areas

Appendix

Academic Intervention Services Program (School Name) School– Parent Compact

The Enlarged City School District of Newburgh agrees to:

- Conduct an annual meeting for parents of students who receive AIS/Compensatory Education services to inform them of the AIS/Compensatory programs and their right to be involved
- Offer a flexible amount of meetings at various times
- Obtain individual and/or group assessment results for each child and provide the results to parents.
- Provide high quality curriculum and instruction
- Communicate with parents through, but not limited to, parent teacher conferences, progress reports, phone calls, and letters
- Provide parents with opportunities to attend workshops, classes, and other parental development activities to improve their ability to work with their child at home.

Parents of students in the AIS/Compensatory Education program agree to:

- Work with their child at home to reinforce school work and improve reading
- Share the responsibility to improve student achievement
- Communicate with the child’s teacher(s) regarding his/her education needs
- Provide the school with information as to the types of workshops and/or training that is needed to better assist them in assisting in the education process.

Please sign and return the bottom portion of this form to your child’s AIS teacher.

The school staff and parents agree to work together to fulfill the common goal of providing for the appropriate, successful education of its children,

Student’s Name: _____ School _____ Grade _____

Parent/ Guardian _____ Phone _____ Date _____

AIS Teacher _____

(To be placed on official school letterhead)

(Date)

Dear Parent/Guardian:

The New York State Department of Education requires schools to provide Academic Intervention Services (AIS) to assist students in meeting graduation requirements. These services will supplement the instruction provided in the general classroom setting. AIS is determined based upon an individual's performance in relationship to district benchmarks, state assessments (grades 3-8), report cards and teacher recommendation. Depending on the student's performance, he/she will receive AIS until exit criteria is met.

Based upon _____ (child's name) progress in _____ (subject) as evidenced by her/his progress on _____ (test name or other reason), she/he has been identified as a student in need of AIS. This service will provide support to assist your child in reaching his/her academic potential, building critical thinking skills and achieving common core expectations. You will receive trimester reports from your child's AIS provider. If you have any questions or concerns please do not hesitate to contact the school.

Sincerely,

(Name)

School Principal

AIS Provider	Subject	Frequency/Duration

Sample Discontinue AIS Letter
(To be placed on official school letterhead)

(Date)

Dear Parent/Guardian:

We are pleased to inform you that _____ (child's name) has satisfactorily completed participation in the Academic Intervention Services (AIS) plan put in place for your child this year. Your child originally was placed into our AIS program due to test scores and/or teacher recommendation.

Your child's progress, based on testing and/or teacher recommendation, shows that he/she has obtained the competencies necessary to meet the New York State Common Core Standards in the area of _____ (subject) at an acceptable level for his/her grade at this time.

Below you will find the criteria we have used for discontinuing AIS for your child. Please be assured your child's progress will continue to be closely monitored to ensure his/her continued success.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing a place to study, and keeping in contact with your child's teachers. If you have any questions, please contact the school at _____.

Sincerely,

Building Principal and/or AIS Teacher

Criteria	
NYS ELA Test	_____
NYS Math Test	_____
DIBELS	_____
NECSD Assessment	_____
Teacher Recommendation	

Report Card Grades	

Other _____	

Sample Trimester Reports

Newburgh Enlarged City School District
Reading Academic Intervention Services Trimester Report
Grade K

Name: _____

Date: _____

AIS Teacher: _____

Classroom Teacher: _____

<u>Reading</u>	December	March	June
Letter Identification	/54	/54	/54
Concepts About Print	/24	/24	/24

<u>Writing</u>	December	March	June
Forms upper and lower case letters			
Hears and records sounds to spell words			/37
Uses appropriate spacing between letters and words			
Writing Vocabulary			

4 Meets Expectations	3 Gaining Independence	2 Developing with Support	1 Emerging	N/A Not Applicable
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Your child is reading independently at Level _____.

Average independent level at this time of year is Level _____.

Additional Comments:

Newburgh Enlarged City School District
Reading Academic Intervention Services Trimester Report

Grade 1

Name: _____

Date: _____

AIS Teacher: _____

Classroom Teacher: _____

Reading	December	March	June
Knows upper and lower case letters			
Follows print from left to right			
Controls a high frequency vocabulary in reading			
Uses meaning/picture cues (Does it make sense?)			
Uses language/structure cues (Does it sound right?)			
Uses visual cues (Does it look right?)			
Self monitors: has an awareness of errors			
Self corrects at a satisfactory rate			
Reads fluently with expression and phrasing			
Retells story with beginning, middle and end in sequence			
Writing	December	March	June
Forms upper and lower case letters			
Hears and records sounds to spell words			

Spells high frequency words			
Writes 1-2 sentences on a subject			
Uses capitalization and punctuation appropriately			
Uses appropriate spacing between letters and words			

4	3	2	1	N/A
Meets Expectations	Gaining Independence	Developing with Support	Emerging	Not Applicable

Your child is reading independently at Level _____

Average independent level at this time of year is Level _____

Additional Comments

Newburgh Enlarged City School District
Reading Academic Intervention Services Trimester Report

Grade 2

Name: _____ Date: _____

AIS Teacher: _____ Classroom Teacher: _____

Reading	December	March	June
Controls a high frequency vocabulary in reading			
Uses meaning/picture cues (Does it make sense?)			
Uses language/structure cues (Does it sound right?)			
Uses visual cues including using known words or word parts to reach new words in text			
Self-monitors: has an awareness of errors			
Self corrects at a satisfactory rate			
Reads fluently with expression and phrasing			
Retells story with beginning, middle and end in sequence			
Writing	December	March	June
Hears and records sounds to spell words			
Spells high frequency words			
Uses capitalization and punctuation appropriately			

Writes showing development of beginning, middle, and end				
Proofreads and edits work				
4 Meets Expectations	3 Gaining Independence	2 Developing with Support	1 Emerging	N/A Not Applicable

Your child is reading independently at Level _____

Average independent level at this time of year is Level _____

Additional Comments:

Newburgh Enlarged City School District
Reading Academic Intervention Services Trimester Report

Grades 3-5

Name: _____

Date: _____

AIS Teacher: _____

Classroom Teacher: _____

<u>Reading</u>	December	March	June
Controls a high frequency vocabulary in reading			
Uses meaning cues (Does it make sense?)			
Uses language/structure cues (Does it sound right?)			
Uses visual cues including using known words or word parts to reach new words in text			
Self-monitors: has an awareness of errors			
Self-corrects at a satisfactory rate			
Reads fluently with expression and phrasing			
<u>Comprehension</u>	December	March	June
Able to make predictions			
Able to provide a summary			
Able to answer literal comprehension questions			
Able to answer inferential comprehension questions			
<u>Writing</u>	December	March	June
Spells high frequency words			
Writes showing development of beginning, middle and end			
Proofreads and edits work			

4 Meets Expectations	3 Gaining Independence	2 Developing with Support	1 Emerging	N/A Not applicable
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Your child is reading independently at Level _____

Average independent reading level at this time of year is Level _____

Additional Comments:

Newburgh Enlarged City School District
 Mathematics Academic Intervention Services Trimester Report
 Grades K-5

Name: _____

Date: _____

AIS Teacher: _____

Classroom Teacher: _____

Mathematics	December	March	June
Counting & Cardinality (K)			
Operations and Algebraic Thinking (K-5)			
Number and Operation in Base Ten (K-5)			
Number and Operations-Fractions (3-5)			
Measurement and Data (K-5)			
Geometry (K-5)			

4 Meets Expectations	3 Gaining Independence	2 Developing with Support	1 Emerging	N/A Not applicable
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Additional Comments:

Newburgh Enlarged City School District
Academic Intervention Services Trimester Report
Grades K-5

(Date)

Dear Parent/Guardian:

Student's Name: «FIRST NAME» «LAST NAME» Grade: «GRADE» Teacher: «AIS TEACHER» Year: 2014-2015

During the first trimester your child has received intervention in «SUBJECT». «FIRST_NAMES» progress is as follows:

<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
___ Steady progress	___ Steady progress	___ Steady progress
___ Some progress	___ Some progress	___ Some progress
___ Minimal progress	___ Minimal progress	___ Minimal progress

Standards:	Comments:
1st Trimester	
2nd Trimester	
3rd Trimester	

We encourage your involvement in your child's progress by supporting your child at home. This can be done by providing a proper place to do homework, checking and reviewing homework, encouraging and establishing a study routine and continual contact with teachers and administrators.

If you have any concerns, please call the school to arrange a conference.

Sincerely,

«AIS_TEACHER»

«CLASSROOM_TEACHER»

Math Specialist

Classroom Teacher(s)

Additional Comments:

Requirements for Academic Intervention Services Based on NYS Assessment Scores for grades 3-8
(<http://www.p12.nysed.gov/part100/pages/1002.html#>)

