

**Syosset Central School District  
Syosset, New York**

**ACADEMIC  
INTERVENTION  
SERVICES**

**Revised**

May 2016

# **Academic Intervention Services**

**(AIS)**

**K – 3**

<b>Kdg.</b>	<b>Assessment Measures for Beginning AIS 2<sup>nd</sup> Quarter Kindergarten</b>	<b>Criteria for Beginning AIS 2<sup>nd</sup> Quarter Kindergarten</b>	<b>Assessment Instruments for Ending AIS Kindergarten into Grade 1</b>	<b>Criteria for Ending AIS Kindergarten into Grade 1</b>
<b>ELA</b>	<p><b>ELA: 2<sup>nd</sup> Quarter Kdg Report Card:</b> Includes Pre-Literacy skill development in reading, writing, listening and speaking</p> <p style="text-align: center;"><u>AND</u></p> <p><b>Kdg. Dial 4</b> Fall of Kdg., with selected students considered for follow-up</p>	<p><b>ELA: 2<sup>nd</sup> Quarter Kdg. Report Card:</b> A rating of “2” or below on (9) or more categories in the Literacy section.</p> <p style="text-align: center;"><u>AND</u></p> <p><b>Kdg. Dial 4</b> Below 10<sup>th</sup> percentile in the language battery</p>	<p><b>ELA: 4<sup>th</sup> Quarter Kdg. Report Card:</b></p> <p style="text-align: center;"><u>OR</u></p> <p><b>ELA: Teachers College or Fountas and Pinnell Assessment 4<sup>th</sup> Quarter Kdg. Aimsweb Post Assessment</b></p>	<p><b>ELA: 4<sup>th</sup> Quarter Kdg. Report Card:</b> Fewer than (9) ratings of “2” on the 4<sup>th</sup> quarter report card.</p> <p style="text-align: center;"><u>OR</u></p> <p>Mastery of skill development above level “A”</p>
<b>Math</b>	<p><b>Math: 2<sup>nd</sup> Quarter Kdg Report Card</b></p> <p style="text-align: center;"><u>AND</u></p> <p><b>Kdg. Go Math</b> Fall of Kdg., with selected students considered for follow-up</p>	<p><b>Math: 2<sup>nd</sup> Quarter Kdg. Report Card:</b> A rating of “2” or below on (6) or more categories in Math</p> <p style="text-align: center;"><u>AND</u></p> <p><b>Kdg. Go Math</b> Below 10<sup>th</sup> percentile in the concept battery</p>	<p><b>Math: 4<sup>th</sup> Quarter Kdg. Report Card:</b></p> <p style="text-align: center;"><u>OR</u></p> <p><b>Math: Mathematics Checklist</b> completed in May for Kdg</p>	<p><b>Math: 4<sup>th</sup> Quarter Kdg. Report Card:</b> Fewer than (6) ratings of “2” on the 4<sup>th</sup> quarter report card.</p> <p style="text-align: center;"><u>OR</u></p> <p>Demonstrate 7 or more accomplishments from the K Math checklist</p>
<b>Grade 1</b>	<b>Assessment Measures for Beginning AIS Grade 1</b>	<b>Criteria for Beginning AIS Grade 1</b>	<b>Assessment Instruments for Ending AIS Grade 1 into Grade 2</b>	<b>Criteria for Ending AIS Grade 1 into Grade 2</b>
<b>ELA</b>	<p><b>ELA: 4<sup>th</sup> Quarter Kdg. Report Card:</b></p> <p style="text-align: center;"><u>AND</u></p> <p><b>ELA: Teachers College Assessment 4<sup>th</sup> Quarter Kdg.</b></p>	<p>ELA: 9 or more ratings of “2” or below in Literacy Section</p> <p style="text-align: center;"><u>AND</u></p> <p>Mastery of skill development Level “A” or below</p>	<p><b>ELA: 4<sup>th</sup> Quarter Grade 1 Report Card:</b></p> <p style="text-align: center;"><u>OR</u></p> <p><b>ELA: Teachers College Assessment: 4<sup>th</sup> Quarter Grade 1</b></p>	<p>Fewer than 12 ratings of “2” or below in Literacy.</p> <p style="text-align: center;"><u>OR</u></p> <p>Mastery of skill development level E or above</p>
<b>Math</b>	<p><b>Math: 4<sup>th</sup> Quarter Kdg. Report Card:</b></p> <p style="text-align: center;"><u>AND</u></p>	<p>Math: 6 or more ratings of “2” or below in Mathematics categories</p>	<p><b>Math: 4<sup>th</sup> Quarter Grade 1 Report Card:</b></p> <p style="text-align: center;"><u>OR</u></p>	<p>Fewer than 5 ratings of “2” or below in Mathematics</p> <p style="text-align: center;"><u>OR</u></p>

	<b>Math:</b> Grade Kindergarten math assessment/checklist	<u>AND</u> <b>Math:</b> Not meeting criteria on Math assessment/checklist	<b>Math Gr. 1 end of year</b> Math Assessment/Checklist	Math Assessment/Checklist
<b>Grade 2</b>	<b>Assessment Measures for Beginning AIS Grade 2</b>	<b>Criteria for Beginning AIS Grade 2</b>	<b>Assessment Instruments for Ending AIS Grade 2 into Grade 3</b>	<b>Criteria for Ending AIS Grade 2 into Grade 3</b>
<b>ELA</b>	<b>ELA: 4<sup>th</sup> Quarter Gr. 1 Report Card</b>  <u>AND</u> <b>ELA:</b> Teachers College Assessment	A rating of “2” or below on 12 or more categories in Literacy  <u>AND</u> <b>ELA:</b> Teachers College Score Level D or below	<b>ELA:</b> Grade 2 – 4 <sup>th</sup> Quarter Report Card  <u>OR</u> <b>ELA: Gr. 2 end of year – Aimsweb (CBM/MAZE)</b>	Fewer than 15 ratings of “2” or below in Literacy  <u>OR</u> Teachers College Exit Level M or N
<b>Math</b>	<b>Math: 4<sup>th</sup> Quarter Grade 1 Report Card:</b> <u>AND</u> <b>Math: Gr. 1 end of year Math Assessment Checklist</b>	A rating of “2” or below on 5 or more categories in mathematics	<b>Math: 4<sup>th</sup> Quarter Grade 2 Report Card:</b> <u>OR</u> <b>Math: Gr. 2 end of year Math Assessment Checklist</b>	Fewer than 5 ratings of “2” or below in Mathematics <u>OR</u> 7 or more accomplishments from the grade 2 math checklist
<b>Grade 3</b>	<b>Assessment Measures for Beginning AIS Grade 3</b>	<b>Criteria for Beginning AIS Grade 3</b>	<b>Assessment Instruments for Ending AIS Grade 3 into Grade 4</b>	<b>Criteria for Ending AIS Grade 3 into Grade 4</b>
<b>ELA</b>	<b>ELA:</b> Grade 2 – 4 <sup>th</sup> Quarter Report Card  <u>AND</u> <b>ELA:</b> Gr. 2 end of year <i>Aimsweb (CBM/MAZES)</i>	More than 15 ratings of “2” or below in Literacy  <u>AND</u> <i>Aimsweb score below 25 Percentile</i>	NYS ELA Assessment <u>OR</u> Teachers College Levels O	Level 3 or 4 on Quarter 4 Report Card <u>OR</u> Teachers College Exit Level P
<b>Math</b>	<b>Math: 4<sup>th</sup> Quarter Grade 2 Report Card:</b>  <u>AND</u> <b>Math: Gr. 2 end of year Math Assessment</b>	More than 5 ratings of “2” or below in Mathematics	District Math SLO score (Cut-off to be determined) <u>OR</u> Math Assessment/Checklist	Level 3 or 4 on Quarter 4 Report Card <u>OR</u> 7 or more accomplishments from the grade 3 math checklist

	<b>Checklist</b>			
<p>Since multiple measures are to be used, a student who meets the AIS criteria on any 2 measures appropriate to his/her grade level will be designated for Academic Intervention Services. The exception will be a student who scores at level 1 or 2 on any NYS-mandated assessment. They will be designated for AIS services on that single criterion</p>				

<b>Types of AIS (determined on basis of clinical analysis of needs of individual students)</b>		<b>Communication</b>
<b>Type of AIS</b>	<b>Frequency/Intensity (relationship to progress)</b>	
<b>Academic Services:</b>  Learning Center – working with tutor in language arts and/or math as indicated by AIS criteria  Extra help with classroom teacher and/or special education or support services teachers  Summer school	During school day: Monitoring 1-5 times per week – 30-45 min. per session Push-in or pull-out (small group)  Before school day: 1 time per week – 30 min. per session  During summer – 5 times per week, 90 min. per session, or 6 weeks	<b>Notification of Identification for AIS</b> Formal letter of notification
		<b>Ongoing Communication</b>
		<b>Parent Conferences:</b> Fall and spring conferences (marking periods 1 and 3) Telephone conferences (marking periods 2 and 4)
		<b>Suggestions for Working with Students at Home:</b> Go Math resources RTI pieces Engage in Reading and Writing experiences Daily
<b>Support Services:</b>  School nurse  Psychologist Short-term counseling  Referral service	Monitoring (as needed) Drop-in (as needed)  5-10 sessions @ 30-45 minutes in individual or small group settings As needed	<b>Other:</b> Ongoing communication with classroom teachers, AIS teacher and Parent Maintenance of student folder
		<b>Notification of Ending AIS</b> Formal letter of notification

## **Kindergarten – Mathematics Checklist for students entering Grade 1 (items from the Individual Profile of Progress)**

*Students who do not demonstrate at least 7 out of these 17 accomplishments will be considered for AIS if other measures corroborate.*

- **Count on by 1s up to 20.**  
*(Number and Numeration Goal 1)*
- **Count back by 1s.**  
*(Number and Numeration Goal 1)*
- **Count on by 10s.**  
*(Number and Numeration Goal 1)*
- **Count objects with 1:1 correspondence to 20.**  
*(Number and Numeration Goal 2)*
- **Estimate the number of objects in a collection.**  
*(Number and Numeration Goal 2)*
- **Model numbers with manipulatives.**  
*(Number and Numeration Goal 3)*
- **Read and write (or dictate) 2- digit numbers.**  
*(Number and Numeration Goal 3)*
- **Give equivalent names for numbers.**  
*(Number and Numeration Goal 5)*
- **Compare and order numbers.**  
*(Number and Numeration Goal 6)*
- **Solve number stories.**  
*(Operations and Computation Goal 1)*
- **Add and subtract small numbers fluently.**  
*(Operations and Computation Goal 1)*
- **Identify join and take-away situations.**  
*(Operations and Computation Goal 2)*
- **Read and write expressions and number sentences using the symbols +, -, and =.**  
*(Patterns, Functions, and Algebra Goal 2)*
- **Identify 2-dimensional geometric shapes.**  
*(Geometry Goal 1)*
- **Identify 3-dimensional geometric solids.**  
*(Geometry Goal 1)*
- **Extend, describe, and create patterns.**  
*(Patterns, Functions, and Algebra Goal 1)*
- **Use a rule to sort objects.**  
*(Patterns, Functions, and, Algebra Goal 1)*

## **Grade 1 – Mathematics Checklist for students entering Grade 2 (items from the Individual Profile of Progress)**

*Students who do not demonstrate at least 7 out of these 17 accomplishments will be considered for AIS if other measures corroborate.*

- Adding within 20 (1.OA.1)
- Subtracting within 20 (1.OA.1)
- Fluent in addition facts to 10 (1.OA.6)
- Count to 120 starting from any number (1.NBT.1)
- Distinguish shapes (rectangle, square, trapezoid, triangle, circle) (1.G.2)
- Understand and use symbols:  $>$   $<$   $=$  (1. NBT.2)
- Order objects by length (1.MD.1)
- Decompose larger shapes into smaller shapes (1.G.2)
- Understand place value of 10's and 1's (1.NBT.2)
- Adding 3 whole numbers within 20 (1.OA.2) ex:  $5+2+12$
- Adding two digit number to one digit number within 100 (1.NBT.5)
- Understand commutative property for addition (1.OA.3)
- Adding and Subtracting multiples of 10 (1.NBT.5, 1.NBT.6) ex:  $23+10=33$   $43-10=33$
- Tell time to hours and  $\frac{1}{2}$  hours (1.MD.3)
- Partition shapes (rectangles and circles) in  $\frac{1}{2}$  and  $\frac{1}{4}$  (1.G.3)



## **Grade 2 – Mathematics Checklist for students entering Grade 3 (items from the Individual Profile of Progress)**

Students who do not demonstrate at least 7 out of these 17 accomplishments will be considered for AIS if other measures corroborate.

- Mentally add and subtract within 20 (2.OA.2)
- Add and Subtract within 100 and solve word problems (2.OA.1, 2.NBT.5)
- Understand three digit numbers and place values (2.NBT.1)
- Draw shapes given number of angles and sides (2.G.1)
- Draw bar graphs, picture graphs and line plots for a set of data (2.MD.10)
- Measure objects with appropriate tools – ruler, yardstick, etc. (2.MD.1)
- Read and write numbers to 1000 (2.NBT.3)
- Use  $>$   $=$   $<$  for three digit numbers (2.NBT.4)
- Partition a circle and rectangle into  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{3}$ ,  $\frac{4}{4}$  etc. (up to fourths) (2.G.3)
- Write an equation to add or subtract (2.OA.4)
- Addition and subtraction within 1000 (2.NBT.7)
- Count within 1,000 by 5,10,100 (2.NBT.2)
- Mentally add 100 or 10 to any number (2.NBT.8)
- Solve problems using dollars, quarters, dimes, nickels, pennies (2.MD.8)
- Tell time to nearest minute (2.MD.4)

### **Grade 3 – Mathematics Checklist for students entering Grade 4 (items from the Individual Profile of Progress)**

Students who do not demonstrate at least 7 out of these 17 accomplishments will be considered for AIS if other measures corroborate.

- Add and Subtract within 100 (3.NBT.2)
- Multiply and divide within 100 (3.OA.7)
- Use multiplication and division to solve word problems (3.OA.1)
- Solve two-step problems using any of the four operations (3.OA.8)
- Understand fractions as one-whole divided by parts (3.NF.1)
- Know simple equivalent fractions – ex.  $\frac{2}{3} = \frac{4}{6}$ ,  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$  (3.NF.3b)
- Compare fractions with like denominators using  $< = >$  (3.NF.3d)
- Mentally be able to multiply a one-digit number by multiples of 10 – ex. 9 times 80 (3.NBT.3)
- Know attributes of quadrilaterals – rhombus, square, rectangle trapezoid (3.G.1)
- Round numbers to tens or hundreds (3.NBT.1)
- Identify patterns – ex. – 4 times the previous number (3.OA.9)
- Solve problems using elapsed time (3.MD.1)
- Use fractions for scale drawings – measure to  $\frac{1}{2}$  and  $\frac{1}{4}$  inch (3.MD.4)
- Partition shapes into equal areas (3.G.2)

# **Academic Intervention Services**

**(AIS)**

***Grades 4-5***

## Procedures to Determine Need for AIS

Grade	Assessment Measures	Criteria for Beginning AIS	Retesting	Criteria for Ending AIS
4 and 5	Report Card	A rating of “2” or below on 15 or more categories in Literacy A rating of “2” or below on 5 or more categories in Mathematics	4 <sup>th</sup> quarter report card for the academic year in question	In target subject (language arts, math): Less than 15 ratings of “2” or below in Literacy Less than 5 ratings of “2” or below in Mathematics  Demonstration of 7 or more accomplishments on checklist
4	Gr. 3 ELA and Math Assessment	Performance Level 2 or lower Any test exempt (assumes unable to achieve > performance level 2) pending annual SED cut-off scores pending annual SED cut-off scores.	NYS Grade 4 ELA and Math Assessments	Scores at Performance Level 3 or higher pending annual SED cut-off scores
5	Gr. 4 ELA and Math Assessment  Gr. 4 NYS Science Assessment	Performance Level 2 or lower Any test exempt (assumes unable to achieve > performance level 2) pending annual SED cut-off scores	NYS Grade 5 ELA and Math Assessments  Science – Second quarter report card grades in science Or scores at Performance Level 3 or higher in ELA or Math if that is the AIS service designated – given in June	Scores at Performance Level 3 or higher  <b>OR</b> Fewer than 2 ratings of 2 on the second quarter report card in science or scores at Performance Level 3 or higher in ELA or Math if that is the AIS service designated pending annual SED cut-off scores

Since multiple measures are to be used, a student who meets the AIS criteria on any 2 measures appropriate to his/her grade level will be designated for Academic Intervention Services. **Students who score at or below performance level 2 on a NYS assessment are an exception to this rule and will qualify for AIS based on that criterion alone.**

<b>Types of AIS</b> (determined on basis of clinical analysis of needs of individual students)		<b>Communication</b>
<b>Type of AIS</b>	<b>Frequency/Intensity</b> (relationship to progress)	<b>Notification of Identification for AIS</b> Formal letter of notification
<b>Academic Services:</b>  Learning Center – working with tutor in language arts and/or math as indicated by AIS criteria  Extra help with classroom teacher and/or special ed or support services teachers  Summer school	During school day: Monitoring 1-5 times per week – 30-45 min. per session Push-in or pull-out (small group)  Before school day: 1 time per week – 30 min. per session  During summer – 5 times per week, 90 min. per session, for 6 weeks	<b>Ongoing Communication</b>
		<b>Parent Conferences:</b> Fall and spring conferences (marking periods 1 and 3) Telephone conferences (marking periods 2 and 4)
		<b>Suggestions for Working with Students at Home:</b> <i>GoMath Resources</i> Engage in Reading and Writing Experiences daily.
<b>Support Services:</b>  School nurse  Psychologist Short-term counseling  Referral service	Monitoring (as needed) Drop-in (as needed)  5-10 sessions @ 30-45 minutes in individual or small group settings As needed	<b>Other:</b> Ongoing communication with classroom teacher, AIS teacher and Parent Maintenance of student folder.
		<b>Notification of Ending AIS</b> Formal letter of notification

## **Grade 4 – Mathematics Checklist for students entering Grade 5 (items from the Individual Profile of Progress)**

Students who do not demonstrate at least 7 out of these 17 accomplishments will be considered for AIS if other measures corroborate.

- Write equations for word problems and use all four operations to solve (4.OA.1, 4OA.2)
- Fluently add or subtract any multi-digit whole numbers (4.NBT.4)
- Multiply four-digit by one-digit and two-digit by two digit numbers (4.NBT.5)
- Divide up to four-digit by one-digit (4.NBT.6)
- Add and subtract mixed numbers with same denominators (4I.NF.3c)
- Multiply fraction by whole number (4.NF.4)
- Convert fractions to decimal (10<sup>th</sup> and 100<sup>th</sup>) (4.NF.5)
- Compare fractions, with like and unlike denominators, using  $< = >$  (4.NF.2)
- Compare fractions, decimals and whole numbers and place appropriately on number line (4.NF.5, 4.NF.7)
- Recognize angles and find angle measurement in a circle using a protractor (4.MD.5, 4.MD.6)
- Solve word problems using fractions (4.NF.3d)
- Apply area and perimeter to rectangles (4.MD.3)
- Identify geometric terms and be able to draw: point, line, line segment, ray, angles, perpendicular and parallel lines (4.G.1)
- Recognize line of symmetry in figures (4.G.3)
- Know units of measures and conversions for metric and English systems (4.MD.1)

**Grade 5 – Mathematics Checklist for students entering Grade 6.** Students who do not demonstrate these accomplishments in items 1-10 will be considered for AIS if other measures corroborate.

1. Fluently multiply multi-digit numbers (5.NBT.5)
2. Divide four-digit numbers by two-digit number (5.NBT.6)
3. Add and Subtract fractions with unlike denominators (5.NF.1)
4. Write and evaluate expressions using parenthesis, brackets, etc. (5.OA.1, 5.OA.2)
5. Read, write and compare decimals to thousandths (5.NBT.3)
6. Round decimals to any place value (5.NBT.4)
7. Multiplication of whole number by fraction (5.NF.3)
8. Multiply two fractions (5.NF.4C)
9. Divide unit fractions by whole numbers (5.NF.7)
10. Graph points on coordinate plane (5.G.1)
11. Understand hierarchy of two-dimensional figures (5.G.4)
12. Add/Subtract/Multiply/Divide decimals to hundredths (5.NBT.7)
13. Solve real world problems using fractions (5.NF.6)
14. Volume of solid figures (5.MD.5)
15. Divide unit fractions by whole numbers (5.NF.7)
16. Interpret multiplication as scaling and use to draw figures (ex. Whole number – larger, etc.) (5.NF.5)
17. Solve real world problems using volume (5.MD.5)

# **Academic Intervention Services**

**(AIS)**

**Grades 6-8**



**Grade Level: 6-8**

**Content: ELA, Math, Science, Social Studies**

<b>Procedures to Determine Need for AIS</b>			
<b>Assessment Measures</b>	<b>Criteria for Beginning AIS</b>	<b>Re-evaluation</b>	<b>Criteria for Ending AIS</b>
<ul style="list-style-type: none"> <li>• <b>Grade 6</b></li> <li>• Grade 5 ELA and Math Assessments</li> <li>• Grade 4 NYS Science Assessment</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• Teacher recommendation/IST-RTI referral</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Grade 6 ELA Assessment</li> <li>• NYS Grade 6 Math Assessment</li> <li>• Classroom assessments</li> <li>• Academic monitoring</li> <li>• IST Review</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• IST recommendation</li> <li>• Report card grades</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Grade 7</b></li> <li>• Grade 6 ELA and Math Assessments</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• Teacher recommendation /IST-RTI</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Grade 7 ELA Assessment</li> <li>• NYS Grade 7 Math Assessment</li> <li>• Classroom assessments</li> <li>• Academic monitoring]</li> <li>• IST Review</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• IST recommendation</li> <li>• Report card grades</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Grade 8</b></li> <li>• Grade 7 ELA and Math Assessments</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• Teacher recommendation/IST-RTI</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Grade 8 ELA Assessment</li> <li>• NYS CCSS Algebra Regents</li> <li>• Classroom assessments</li> <li>• Academic monitoring</li> <li>• OST Review</li> </ul>	<ul style="list-style-type: none"> <li>• Scale score mandated by NYS</li> <li>• IST recommendation</li> <li>• Report card grades</li> </ul>

**Grade Level: 6-8**

**Content: ELA, Math, Science, Social Studies**

<b>Type of AIS</b>	<b>Frequency/Intensity</b>	<b>Communication</b>
<p><b><u>Academic Services:</u></b></p> <ul style="list-style-type: none"> <li>• Summer school</li> <li>• Extra help</li> <li>• Academic workshops</li> <li>• Reading/Math Lab</li> <li>• RtI Tier 1-3</li> <li>• Study Skills</li> <li>• Push-in Support Services</li> <li>• Team/lunchtime workshops</li> <li>• Academic monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• All available one to five times per week in varying group sizes</li> </ul>	<p><b><u>Entrance/Exit:</u></b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Schedule</li> <li>• Infinite Campus notification</li> <li>• Guidance/Teacher communication</li> </ul> <p><b><u>Ongoing/Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Report card</li> <li>• Interims</li> <li>• Written reports</li> <li>• Phone call</li> <li>• Guidance Conference</li> <li>• Parent/teacher conferences</li> <li>• Letter</li> <li>• Team meeting</li> <li>• Other</li> </ul>
<p><b><u>Support Services:</u></b></p> <ul style="list-style-type: none"> <li>• Homework club</li> <li>• Academic counseling</li> <li>• Instructional support team</li> <li>• School nurse</li> <li>• Psychologist</li> <li>• Referrals to community resources</li> <li>• Initial Referral to CSE</li> <li>• Assistive Technology</li> <li>• Mentor/Mentee</li> </ul>	<ul style="list-style-type: none"> <li>• One to five times per week</li> </ul>	

# **Academic Intervention Services**

**(AIS)**

**Grades 9-12**

<b>Procedures to Determine Need for AIS in English</b>			
	<b>English 9</b>	<b>English 10 and 11</b>	<b>English 12</b>
<b>Criteria for Beginning AIS</b>	Score at level 1 or 2 on 8 <sup>th</sup> Grade ELA Assessment <b>OR</b> Failure or C or below for Grade 8 ELA course	Failure of English 9 or 10	Failing Score on ELA Regents Exam
<b>Type of AIS</b>	Assigned to Academic Literacy or Peer Tutoring and/or Tier 2 and Tier 3 Support Services, Extra Help	Assigned to Academic Literacy or Peer Tutoring or Summer School and/or Tier 2 and Tier 3 Support Services, Extra Help	Assigned to Academic Literacy or Peer Tutoring and/or Tier 2 and Tier 3 Support Services, Extra Help
<b>Retesting</b>	Final Exam in English 9	Final Exam in English 10 ELA CCSS Regents Exam in June of Grade 11	August ELA Regents Exam January ELA CCSS Regents Exam June ELA Regents Exam
<b>Criteria for Ending AIS</b>	1) C and above on English 9 Final Exam. 2) C or better in English 9 course 3) Teacher recommendation	1) Passing Course and Final Exam 2) Teacher recommendation 3) Passing score on ELA CCSS Regents Exam	Passing Score on ELA CCSS Regents Exam
<b>Frequency</b>	Minimum Alternate Day 1 - 3 times a week	Minimum Alternate Day 1 - 3 times a week	Minimum Alternate Day 1 - 3 times a week
<b>Notification of Identification for AIS</b>	Letter	Letter	Letter

Minimum Requirement for Regents Diploma – Passing Score on ELA SED Regents/CCSS assessment and four (4) English units.

<b>Procedures to Determine Need for AIS in Mathematics</b>		
	<b>Math 9 Mathematics</b>	<b>Grade 10 or 11 Mathematics</b>
<b>Criteria for Beginning AIS</b>	Score at level 1 or 2 on Grade 8 Math Assessment <u>OR</u> Failure in Grade 8 math course <u>OR</u> Failure of Algebra CCSS NYS Regents	Failure of Grade 10 or 11 mathematics course
<b>Type of AIS</b>	Assign to <i>Algebra CCSS</i> , Extra Help, Assign to Core Workshop	Assign to Core Workshop, Extra Help, Summer School, or Tier 2 or Tier 3 Support Services
<b>Retesting</b>	Algebra CCSS/Regents	Grade 10 or Grade 11 Regents or Final Exam
<b>Criteria for Ending AIS</b>	Passing Score on Algebra CCSS Assessment	Passing score on Grade 10 or Grade 11 Regents or Final Exam
<b>Frequency</b>	Minimum alternate days 1-3x/per week	Minimum alternate days 1-3x per week
<b>Notification of Identification for AIS</b>	Letter	Letter

Minimum Requirement for Graduation – Passing Score on Algebra CCSS Assessment and three (3) math units.

<b>Procedures to Determine Need for AIS in Social Studies</b>					
	<b>Global History 9</b>	<b>Global History 10</b>		<b>U.S. History 11</b>	
<b>Criteria for Beginning AIS</b>	Failure or C or below for Grade 8 social studies course	Failed Regents Exam	Failed Course	Failed Regents Exam	Failed Course
<b>Type of AIS</b>	Assign to Global History Workshop and /or Tier 2 and 3 Support Services, Extra Help	Summer School or Global History Workshop and/or Tier 2 and 3 Support Services, Extra Help	Summer School or Global History Workshop and/or Tier 2 and 3 Support Services, Extra Help	Summer School or US History Workshop and/or Tier 2 and 3 Support Services, Extra Help	Summer School or US History Workshop and/or Tier 2 and 3 Support Services, Extra Help
<b>Retesting</b>	Global History 9 Final Exam	August Regents Exam January Regents Exam	August Regents Exam	August Regents Exam January Regents Exam	August Regents Exam June Regents Exam
<b>Criteria for Ending AIS</b>	Passing Score on Global History 9 Final Exam and Passing course	Passing Score on Global History Regents Exam	Passing Course and Passing Score on Global History Regents Exam	Passing Score on US History Regents Exam	Passing Course And U.S. History Regents Exam
<b>Frequency</b>	Minimum Alternate Day – 3 times per week	Minimum Alternate Day– 3 times per week	Minimum Alternate Day– 3 times per week	Minimum Alternate Day– 3 times per week	Minimum Alternate Day– 3 times per week
<b>Notification of Identification for AIS</b>	Letter	Letter	Letter	Letter	Letter

Minimum Requirement for Graduation – Passing Score on Global History Regents and US History Regents and four (4) social studies units.

<b>Procedures to Determine Need for AIS in Science</b>		
	<b>Earth Science</b>	<b>Biology</b>
<b>Criteria for Beginning AIS</b>	Score at Level 1 or 2 on Grade 8 Assessment <b>OR</b> Failure or C or below for 8 <sup>th</sup> grade science course	Failed Earth Science Regents Exam and/or Course
<b>Type of AIS</b>	Assign to Earth Science Workshop and /or Tier 2 and 3 Support Services, Extra Help	Summer School/Earth Science or Living Environment Workshop and /or Tier 2 and 3 Support Services, Extra Help
<b>Retesting</b>	Earth Science Regents Exam	Earth Science Regents Exam or Living Environment Regents Exam
<b>Criteria for Ending AIS</b>	Passing Score on Earth Science Regents	Passing Course and Passing Score on Earth Science or Biology Regents Exam
<b>Frequency</b>	Minimum Alternate Day– 3 times per week	Minimum Alternate Day– 3 times per week
<b>Notification of Identification for AIS</b>	Letter	Letter

Minimum Requirement for Graduation – Passing Score on a Science Regents Exam and three (3) science units, at least one unit in life sciences and at least one unit in physical sciences.

# **Academic Intervention Services**

**(AIS)**

## **Record Keeping**

- 1. Form for Parent Notification of Identification for AIS (translated, if necessary)**
- 2. Form for Parent Notification of Exit from AIS (translated, if necessary)**
- 3. Form for Quarterly Written Reports to Secondary School Parents Regarding AIS Progress (translated, if necessary)**
- 4. Form for Recording Conferences Held with Parents**
- 5. Individual Student Tracking Form**
- 6. District AIS Enrollment Data**



# 1. Parent Notification Start Letter – AIS

## AIS – ELA Start of Service Template for Elementary School

### School letterhead

September XX, 2016

To the Parent/Guardian of:

Student Name

Address

Based on the criteria established by the New York State Education Department, your child’s score on the NYS ELA falls below the State standard of \_\_\_\_\_. Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in English Language Arts starting the week of \_\_\_\_\_ as follows:

\_\_\_\_\_ x per week

\_\_\_\_\_ a.m.      \_\_\_\_\_ p.m.

\_\_\_\_\_ service to be administered by pushing into the classroom

\_\_\_\_\_ service to be administered in a separate class

Should a student not achieve expected levels of performance, he/she will need to continue AIS services in order to provide preparation for the academic rigors necessary for college and careers.

If you have any questions about the services your child is to receive, you may call [principal’s name/designee] at XXX-XXXX.

Sincerely,

XXX

**1. Parent Notification Start Letter – AIS**

**AIS – Math Start of Service Template for Elementary School**

**School letterhead**

September XX, 2016

To the Parent/Guardian of:

Student Name

Address

Based on the criteria established by the New York State Education Department, your child’s score on the NYS math assessment falls below the State standard of \_\_\_\_\_. Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in math starting the week of \_\_\_\_\_ as follows:

\_\_\_\_\_ x per week

\_\_\_\_\_ a.m.          \_\_\_\_\_ p.m.

\_\_\_\_\_ service to be administered by pushing into the classroom

\_\_\_\_\_ service to be administered in a separate class

Should a student not achieve expected levels of performance, he/she will need to continue AIS services in order to provide preparation for the academic rigors necessary for college and careers.

If you have any questions about the services your child is to receive, you may call [principal’s name/designee] at XXX-XXXX.

Sincerely,

XXX

# AIS – ELA Start of Service Template for Middle School

## School Letterhead

September XX, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY,

Based on the criteria established by the New York State Education Department, your child’s score on the NYS ELA falls below the State standard of \_\_\_\_\_. Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in English Language Arts starting the week of \_\_\_\_\_ on alternating Red/White days as follows:

\_\_\_\_\_ a.m.      \_\_\_\_\_ p.m.

\_\_\_\_\_ service to be administered by push-in model

\_\_\_\_\_ service to be administered on an alternating day support class

\_\_\_\_\_ service to be administered by progress monitoring

Should a student not achieve at the expected level necessary for college and career readiness by the close of the academic year, he/she will be continue to be scheduled for AIS services.

If you have any questions about the services your child is to receive, you may call [principal’s name] or your child's guidance counselor at 364 - 5638.

Sincerely,  
XXX

# AIS – Math Start of Service Template for Middle School

## School Letterhead

September XX, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY,

Based on the criteria established by the New York State Education Department, your child performance on the NYS Math criteria falls below the State standard of \_\_\_\_\_. Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in math starting the week of \_\_\_\_\_ on alternating Red/White days as follows:

\_\_\_\_\_ a.m.      \_\_\_\_\_ p.m.

\_\_\_\_\_ service to be administered by push-in model

\_\_\_\_\_ service to be administered on an alternating day support class

\_\_\_\_\_ service to be administered by progress monitoring

Should a student not achieve at the expected level necessary for college and career readiness by the close of the academic year, he/she will be continue to be scheduled for AIS services.

If you have any questions about the services your child is to receive, you may call [principal's name] or your child's guidance counselor at 364 – XXXX.

Sincerely,  
XXX

# AIS – ELA Start of Service Template for High School

## School Letterhead

September XX, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY,

Based on the criteria established by the New York State Education Department, your child has not met the following criteria and therefore falls below the State standards:

\_\_\_\_\_ Level 3 on ELA Assessment

\_\_\_\_\_ Failure of English 9 or 10

\_\_\_\_\_ Failing score on ELA Regents Exam

Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in Academic Literacy starting the week of \_\_\_\_\_ on alternating days as follows:

\_\_\_\_\_ service to be administered during a 42 minute Academic Literacy period

\_\_\_\_\_ service to be administered by academic monitoring

Should a student not achieve at the expected level necessary for college and career readiness by the close of the academic year, he/she will be continue to be scheduled for AIS services.

If you have any questions about the services your child is to receive, you may call Ms. Sullivan or your child's guidance counselor at 364-5686.

Sincerely,  
XXX

# AIS – Math Start of Service Template for High School

## School Letterhead

September XX, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY,

Based on the criteria established by the New York State Education Department, your child has not met the following criteria and therefore falls below the State standards:

\_\_\_\_\_ Level 3 on Math Assessment

\_\_\_\_\_ Failure of 8<sup>th</sup> or 9<sup>th</sup> or 10<sup>th</sup> or 11<sup>th</sup> grade math course

\_\_\_\_\_ Failing score on Algebra I Regents Exam

Therefore, your son/daughter is at risk of not meeting State standards for college and career readiness. He/she has been identified to receive Academic Intervention Services in math starting the week of \_\_\_\_\_, on the following days:  
\_\_\_\_\_.

\_\_\_\_\_ service to be administered during a 42 minute math period

\_\_\_\_\_ service to be administered by academic monitoring

Should a student not achieve at the expected level necessary for college and career readiness by the close of the academic year, he/she will be continue to be scheduled for AIS services.

If you have any questions about the services your child is to receive, you may call [math teacher] or your child's guidance counselor at 364-XXXX.

Sincerely,  
XXX

## 2. Parent Notification Exit Letter – AIS

### AIS Exit Letter Template for Elementary School

#### School letterhead

Dear \_\_\_\_\_ :

Based on insert criteria for ending AIS, your child, insert child's name, will no longer need Academic Intervention Services in insert subject . Insert child's name insert specific measure and student's scores leading to exit from AIS. We will continue to monitor to insure continued progress toward meeting New York State standards.

Sincerely,

Building Principal

**Parent Notification Exit Letter – AIS**

**AIS ELA Exit Letter Template for Middle School**

**School letterhead**

Month, day, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY, Zip Code

As a result of meeting several of the criteria indicated below, *insert student's name* will no longer need Academic Intervention Services in Academic Literacy. The school will continue to monitor your child's performance to ensure continued progress toward meeting New York State standards.

- \_\_\_\_\_ Grade-Level advancement in norm-referenced reading tests including Stanford Diagnostic, Nelson-Denny, or Gates-MacGinitie
- \_\_\_\_\_ Improvement in academic performance as evidenced by a review of report card grades, midterm, and final examination grades
- \_\_\_\_\_ Consultation and recommendation of the guidance counselor and English teacher
- \_\_\_\_\_ Consultation with student and parent
- \_\_\_\_\_ Passing grade on the New York State Comprehensive Regents Examination in English or the New York State Common Core Examination in English Language Arts.

Sincerely,

Building Principal



Parent Notification Exit Letter – AIS

AIS Math Exit Letter Template for Middle School

School letterhead

Month, day, 2016

To the Parent/Guardian of:

Student Name

Street Address

NY, Zip Code

As a result of meeting several of the criteria below, insert student's name will no longer need Academic Intervention Services in mathematics. The school will continue to monitor your child's performance to ensure continued progress toward meeting New York State standards.

\_\_\_\_\_ Grade-Level advancement in NYS Mathematics Assessments

\_\_\_\_\_ Improvement in academic performance as evidenced by a review of report grades, mid-term, and final examination grades

\_\_\_\_\_ Consultation and recommendation of guidance counselor and mathematics teacher

\_\_\_\_\_ Consultation with student and parent

\_\_\_\_\_ Passing grade on the New York State Algebra I CCSS Regents

Sincerely,  
Building Principal

**Parent Notification Exit Letter – AIS**

**AIS Math Exit Letter Template for SHS**

**School letterhead**

Month, day, 2016

To the Parent/Guardian of:

Student Name  
Street Address  
NY, Zip Code

As a result of meeting several of the criteria below, *insert student's name* will no longer need Academic Intervention Services in mathematics. The school will continue to monitor your child's performance to ensure continued progress toward meeting New York State standards.

\_\_\_\_\_ Passing achievement in academic performance as evidenced by a review of report card grades, mid-term and final examination grades.

\_\_\_\_\_ Consultation and recommendation of guidance counselor and mathematics teacher

\_\_\_\_\_ Consultation with student and parent

\_\_\_\_\_ Passing grade on the New York State Algebra I CCSS Regents or Geometry CCSS Regents Exam or Algebra 2 CCSS

Sincerely,  
Building Principal

3. **Quarterly Progress Reports** should contain meaningful and informative comments concerning students' progress that is both individualized and unique to the students receiving AIS.

#### 4. Form for Recording Conferences Held with Parents

At the secondary level, records of parent conferences will be kept in each student’s electronic record. Conferences will be recorded by date, indicating who participated in the conference, the form of the conference (by telephone or “in person”), and the content of the conversation.

At the elementary level, written records of parent conferences will be maintained. The form for recording elementary level parent conferences is found below:

<b><i>AIS Parent Conference Report Form for K-5</i></b>	
Student: Grade: Classroom Teacher:	Conference Date: Conference Participants:  Type of conference (check one) Phone                      In person
Teacher Comments:	Parent Comments:

## 5. Individual Student Tracking Form

At the secondary level, AIS records will be kept in each student's electronic record. This computer file will include:

- information regarding the initial date of identification for AIS, including the criteria for identification (measure and score)
- a record of the date that parents were notified of identification for AIS, the AIS services (type and intensity)
- records of interim testing (including the date of the test, the measure used and the score achieved by the student)
- dates of interim progress reports sent to parents (the hard copy of the report will be maintained in a file in the Guidance Office)
- records of parent conferences (see above)
- information regarding exit from AIS (including the date of the letter to parents as well as the date of testing, the measure and the score justifying exit from AIS)

At the elementary level, written records to track individual student's AIS participation will be maintained at the building level. The form for tracking elementary level AIS participation is on page 26 of this document.

<b>AIS Student Tracking Record K-5</b>		
<b>Student Name:</b>		<b>Student ID #:</b>
<b>AIS Identification</b>		
<b>Date</b>	<b>Measure</b>	<b>Score</b>
<b>Parent Notification of AIS</b>	<b>Date:</b> (attach copy of letter of notification)	
<b>AIS Services</b>	<b>Type of Service(s)</b>	<b>Intensity (Frequency)</b>
<b>Academic Year</b>		
Grade: (20__ - 20__)		
Grade: (20__ - 20__)		
Grade: (20__ - 20__)		
<b>Interim AIS Retesting</b>		
<b>Date</b>	<b>Measure</b>	<b>Score</b>
<b>Written Reports to Parents</b> (indicate date and attach copy of report)		
Date:	Date:	Date:
Date:	Date:	Date:
<b>Record of Parent Conferences</b> (indicate date and attach copy of report)		
Date:	Date:	Date:
Date:	Date:	Date:
<b>Exit from AIS</b>		
<b>Date</b>	<b>Measure</b>	<b>Score</b>
<b>Parent Notification of Exit from AIS</b>		<b>Date:</b> (attach copy of letter of notification)

## **6. District AIS Enrollment Data**

In order to maintain summary data concerning the district's AIS enrollment, elementary and secondary schools will record information concerning student(s) AIS participation in each student's electronic record. This record will consist of: School, Student ID, Last Name, First Name, Service Program ID (AIS service type), entry date and exit date of service.