



Academic Intervention Services Plan

Avoca Central School District

Revised: September 2015

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1. Introduction

In compliance with Commissioner's Regulations, all public school districts in New York State must submit an Academic Intervention Services (AIS) Plan to be approved by their Board of Education by July 1, 2000 and every two years thereafter. This is a version of the AIS Plan ready for submission to the Board on July 2, 2015. It was developed with input from the AIS teachers, the directors of English, Mathematics, Social Studies and Science, the principals, school counselors and the Superintendent. The goals of our AIS services are to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 as well as Social Studies and Science in grades 4-12. We have applied and implemented changes to our curriculum in order to help more of our students meet the New York State learning standards.

2. Definition of Academic Intervention Services

Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English Language Arts, Mathematics, Social Studies and Science, or, who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the students' individualized education plans.

Academic Intervention Services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction)
- Student support services to help students overcome barriers that are affecting their ability to learn. These services could include school guidance and counseling services and coordination of services provided by other agencies.

3. AIS Protocols

A.) 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 and/or local standards. Students may be recommended by a teacher(s), Child Study Team or the Committee on Special Education.

B.) Once students are identified for AIS, the principal sends a letter to their parents informing them of the AIS their sons/daughters will receive and the reasons for the AIS.

C.) Student progress reports are reported to the parents quarterly. The parents are also welcome to schedule a parent-teacher conference with the classroom teacher(s) and other professional staff providing academic intervention services, including those involved with academic support services.

D.) Once a student has met the state and/or local standards the principal will send a letter to the students' parents informing them that their son/daughter has met their requirement for AIS and will no longer be in need of the service.

4.) Assessments Used to Determine AIS Schedule for Administration (Described on page 5 and 6)

Grade	When Administered	Assessment
1	Fall/Spring	Reading Benchmark Assessment
1	Through-out year	Reading Street Assessments
1	Fall/Winter/Spring	STAR ELA and math
1	Through-out year	95% Reading Intervention Assessment
2	Fall/Spring	Reading Benchmark Assessment
2	Through-out year	Reading Street Assessments
2	Fall/Winter/Spring	STAR ELA and math
2	Through-out year	95% Reading Intervention Assessment
3	Fall/Spring	Reading Benchmark Assessment
3	Through-out year	Reading Street Assessments
3	April	3rd Grade State ELA
3	April	3rd Grade State Math
3	Fall/Winter/Spring	STAR ELA and math
3	Through-out year	95% Reading Intervention Assessment
4	Fall/Spring	Reading Benchmark Assessment
4	Through-out year	Reading Street Assessments
4	April	4th Grade State ELA
4	April	4th Grade State Math
4	May/June	4th Grade State Science
4	Fall/Winter/Spring	STAR ELA and math
4	Through-out year	95% Reading Intervention Assessment
5	Fall/Spring	Reading Benchmark Assessment
5	Through-out year	Reading Street Assessments
5	April	5th Grade State ELA
5	April	5th Grade State Math
5	Fall/Winter/Spring	STAR ELA and math
5	June	Local Assessments/Exams
5	Through-out year	95% Reading Intervention Assessment
6	Fall/Spring	Reading Benchmark Assessment
6	Through-out year	Reading Street Assessments
6	April	6th Grade State ELA
6	April	6th Grade State Math
6	Fall/Winter/Spring	STAR ELA and math
6	June	Local Assessments/Exams
6	Through-out year	95% Reading Intervention Assessment
7	April	7th Grade State ELA
7	April	7th Grade State Math
7	Fall/Winter/Spring	STAR ELA and Math
7	June	Local Assessments/Exams
8	April	8th Grade State ELA
8	April	8th Grade State Math
8	May/June	8th Grade State Science
8	June	Accelerated students will have Regents
8	June	Local Assessments/Exams
8	Fall/Winter/Spring	STAR ELA and Math
9-12	January/August	Regents Exams/ RCT Exams
9-12	June	Regents Exams/ RCT exams/ Local as required for Graduation

5) Assessment Descriptions and Schedules

a.) Grades K-2 Descriptions

<i>Assessment</i>	<i>Description</i>
<i>Classroom Based Assessments</i>	<p>Teachers include assessment-data in ongoing individual student classroom folders. Teachers target specific instruction for areas of need for each student.</p> <p>The results are:</p> <ul style="list-style-type: none"> • Used when determining AIS needs • Utilized in placement decisions • Made available to Child Study Team, as well as Committee on Special Education
<i>Reading Street</i>	<p>Selection tests are given throughout the year in each grade K-6 in elementary/middle school to test reading skills. The results are shared with classroom teachers, AIS staff, as well as used in combination with classroom-based (unit) assessments to determine instructional delivery.</p> <p>The results are:</p> <ul style="list-style-type: none"> • Used when determining AIS needs • Utilized in placement decisions • Made available to Child Study Team, as well as Committee on Special Education
<i>STAR Assessments</i>	<p>The STAR assessment is designed to help teachers evaluate student progress toward proficiency on NYS assessments in ELA and Math.</p> <p>The results are:</p> <ul style="list-style-type: none"> • Used when determining AIS needs • Utilized in placement decisions • Made available to Child Study Team, as well as Committee on Special Education
<i>Unit Assessment</i>	<p>Unit assessments are given throughout the year and summarized in June in grades K-6.</p> <p>The results are:</p> <ul style="list-style-type: none"> • Used when determining AIS needs • Utilized in placement decisions • Made available to Child Study Team, as well as Committee on Special Education
<i>95% Screener</i>	<p>95% screeners are used to further diagnose specific reading skill weaknesses students need to improve upon.</p> <p>The results are</p> <ul style="list-style-type: none"> • Used to identify areas in need of intervention • Utilized in placement decisions • Made available to Child Study Team, as well as Committee on Special Education

b.) Grades 3-8 NYS Assessment Schedule

Grade Level	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Assessment given and Month it is administered to students	ELA Spring	ELA Spring 1	ELA Spring	ELA Spring	ELA Spring	ELA Spring
	Math Spring	Math Spring	Math Spring	Math Spring	Math Spring	Math Spring
		Science May/June				Science May/ June

c.) 3-8 Descriptions

<i>New York State Assessment</i>	<i>Assessment Description</i>
<i>State ELA 3-8</i>	<p>The ELA Assessment is administered in April over a three day period to identify students not meeting the desired learning standards of New York State. The results are:</p> <ul style="list-style-type: none"> • used to determine AIS needs of students scoring a 1 or 2 on the assessment. • placed in students' permanent record folder • reviewed with teachers.
<i>State Mathematics 3-8</i>	<p>The Math Assessment is administered in April over a three day period to identify students not meeting the desired learning standards of New York State. The results are:</p> <ul style="list-style-type: none"> • used to determine AIS needs of students scoring a 1 or 2 on the assessment. • placed in students' permanent record folder • reviewed with teachers.
<i>State Science 4, 8</i>	<p>The Science 4 and 8 Assessment is given in late May and early June over a two day period and has two parts: Written and Performance. The results are:</p> <ul style="list-style-type: none"> • used to determine AIS needs of students scoring a 1 or 2 on the assessment. • placed in students' permanent record folder • reviewed with teachers.

d.) Grades 9-12 Schedule – June, August and/or January

SAMPLE EXAMINATION SCHEDULE: JUNE

Early June TUESDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	
RE English Language Arts (Common Core)	RE in US History & Government	RE in Global History & Geography	Physical Setting/ Earth Science	Algebra 2/ Trigonometry	RCT In Global Studies	Physical Setting/ Chemistry RCT in Science*	RCT in Reading	Rating Day
12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	<u>Uniform Admission Deadlines</u> Morning Exams 10:00a.m. Afternoon Exams 2:00p.m.
RE in Geometry (Common Core)	Living Environment	Physical Setting/ Physics RE in Algebra 1 (Common Core)	Comprehensive English	Geometry (2005 Standards)	RCT in Writing	RCT in U.S. History & Government*	RCT In Mathematics*	

6.) **AIS Services and Selection Criteria – K-5**

<i>Service</i>	<i>Frequency</i>	<i>Group Size</i>	<i>Selection Criteria</i>	<i>Exit Criteria</i>
<i>Push-in Support</i>	3-5 times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
<i>Pull-Out Support</i>	3-5times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
<i>Classroom Monitoring</i>	ongoing		<ul style="list-style-type: none"> • Everyone is eligible to participate 	<ul style="list-style-type: none"> • Proficiency
<i>After School Help</i>	1-4 times per week	Individual basis as needed	<ul style="list-style-type: none"> • Everyone is eligible to participate 	<ul style="list-style-type: none"> • Proficiency
<i>Summer School</i>	6 weeks	15-20 students	<ul style="list-style-type: none"> • Teacher Recommendation • Parent Recommendation 	Completion of Summer School
<i>Level 2A Reading Lab</i>	Determined as needed per group basis	Small group	<ul style="list-style-type: none"> • Reading Benchmark Assessments • STAR Enterprise • Running Reading Record 	<ul style="list-style-type: none"> • Proficiency
<i>Level 2B Reading Lab</i>	Determined as needed per individual basis	One on One	<ul style="list-style-type: none"> • Reading Street Baseline Assessments • STAR Enterprise • Running Reading Record 	<ul style="list-style-type: none"> • Proficiency
<i>Parent/Teacher Conferences</i>	2 times per year or upon parent request	Individual or Group	<ul style="list-style-type: none"> • Teacher Recommendation • Parent Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Benchmarks to NYS standards</i>	2 nd /4 th marking periods	Individual	<ul style="list-style-type: none"> • All students 	<ul style="list-style-type: none"> • Proficiency

7.) AIS Services and Selection Criteria – 6-8

<i>Service</i>	<i>Frequency</i>	<i>Group Size</i>	<i>Selection Criteria</i>	<i>Exit Criteria</i>
<i>Push-in Support</i>	3-5 times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
<i>Pull-Out Support</i>	2-3 times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
Classroom Monitoring	Quarterly Reports to Parents		<ul style="list-style-type: none"> • Everyone is eligible to participate 	<ul style="list-style-type: none"> • Proficiency
<i>Homework Lab</i>	2 times per week	Individual basis as needed	<ul style="list-style-type: none"> • Teacher appointed 	<ul style="list-style-type: none"> • Proficiency
<i>Affective Education</i>	Determined as needed per individual basis	Individual	<ul style="list-style-type: none"> • Teacher Recommendation • Principal Recommendation • Parent Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Parent/Teacher Conferences</i>	2 times per year or upon parent request	Individual or Group	<ul style="list-style-type: none"> • Teacher Recommendation • Parent Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Academic Run-Around</i>	Every week	Individual	<ul style="list-style-type: none"> • Parent Request • Teacher Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Castle Learning</i>	1 to 4 times per week	Group, Large Group/Individual	<ul style="list-style-type: none"> • All Students 	<ul style="list-style-type: none"> • Proficiency
<i>Study Island</i>	2 to 3 times per week	Individual	<ul style="list-style-type: none"> • All Students 	<ul style="list-style-type: none"> • Proficiency
<i>Eligibility Reports</i>	Every 5 weeks to track eligibility		<ul style="list-style-type: none"> • All Students 	<ul style="list-style-type: none"> • Proficiency
<i>Extra Period</i>	3 times per week		<ul style="list-style-type: none"> • Below level 3 on any State Assessment 	<ul style="list-style-type: none"> • Score at Level 3 on State Exam
<i>Summer School</i>	6 weeks	15-20	<ul style="list-style-type: none"> • 4 core areas 	<ul style="list-style-type: none"> • Completion

8.) AIS Services and Selection Criteria – 9-12

<i>Service</i>	<i>Frequency</i>	<i>Group Size</i>	<i>Selection Criteria</i>	<i>Exit Criteria</i>
<i>Push-in Support</i>	3-5 times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
<i>Pull-Out Support</i>	2-3 times per week	2-5 students	<ul style="list-style-type: none"> • Committee on Special Education request 	<ul style="list-style-type: none"> • Proficiency
<i>Classroom Monitoring</i>	Quarterly Reports to Parents		<ul style="list-style-type: none"> • Everyone is eligible to participate 	<ul style="list-style-type: none"> • Proficiency
<i>After School Study Hall</i>	3 times per week	Individual basis as needed	<ul style="list-style-type: none"> • Teacher appointed 	<ul style="list-style-type: none"> • Proficiency
<i>Parent/Teacher Conferences</i>	2 times per year or upon parent request	Individual or Group	<ul style="list-style-type: none"> • Teacher Recommendation • Parent Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Academic Run-Around</i>	Every week	Individual	<ul style="list-style-type: none"> • Parent Request • School Counselor Recommendation 	<ul style="list-style-type: none"> • Proficiency
<i>Castle Learning</i>	1 to 4 times per week	Group, Large Group/Individual	<ul style="list-style-type: none"> • All Students 	<ul style="list-style-type: none"> • Proficiency
<i>Study Island</i>	2-3 times a week	Individual	<ul style="list-style-type: none"> • All Students 	<ul style="list-style-type: none"> • Proficiency
<i>Eligibility Reports</i>	Every 5 weeks to track eligibility		<ul style="list-style-type: none"> • All students 	<ul style="list-style-type: none"> • Proficiency
<i>Summer School</i>	5 days per week	15-20 students	<ul style="list-style-type: none"> • 4 core subject areas 	<ul style="list-style-type: none"> • Successful Completion

9.) AIS Edge Entrance Parent Letter

**Superintendent
Stephen Saxton**

**7 – 12 Principal
Matthew Pflieger**

**PreK-6 Principal
Stephanie Helgeland**

**District Treasurer
Gay Fairbrother**



Board Of Education

President, Brian Patterson

Vice President, Karen Dgien

Michael Slayton

Don Lester

Megan Hubbard

17-29 Oliver Street ♦ P.O. Box G
Avoca, NY 14809
Phone: (607) 566-2221 ♦ Fax: (607) 566-2398

Date: XX/XX/XX

To the Parent or Guardian of Jane Doe:

Recent assessment results and/or teacher recommendations indicate that your child is in need of AIS Services. Academic Intervention Services (AIS) is a program that provides support services for students identified as needing extra help to perform successfully both in class and on New York State Assessments. The district has developed support programs that will provide your child the opportunity to improve his/her skills. Your child's AIS provider will give supplemental instruction along with providing services that will improve academic performance.

Listed below are the services your child will receive this year.

Intervention Service	Duration/Degree	Reason	Service Provider	Standard Area	Start Date
English Academic Intervention Service	Small Group (5-8)	ELA 6 State Assessment	Mr. Doe	English Language Arts	XX/XX/XX

If you have any questions about the program, please feel free to call the academic intervention teacher listed above or myself at 566-2221.

Sincerely,

Principal

10.) AIS Edge Glossary of Interventions



**AVOCA CENTRAL SCHOOL
AIS INTERVENTION GLOSSARY**



<i>INTERVENTION</i>	<i>DESCRIPTION</i>
Academic Run-Around Sheet	Students are responsible for obtaining a form from the guidance department and requesting teacher progress reports and signatures for each of the courses in their curriculum on a weekly basis.
Classroom Monitoring	AIS services are administered with continuous support and observation to ensure students achievement is meeting the targeted expectations.
Computer Assisted Instruction	Computerized tutorial programs (including, but not limited to Castle learning/Study Island) are being implemented as assistive technology
Counseling	Either one on one or group counseling with Mrs. Buisch, Mrs. Burns, or Mrs. Pimm
Eligibility Reports	Course evaluation reports are every five weeks and compiled to give parents a broad spectrum view of their student's achievement
Extra Help	Qualified, additional assistance is available after school Monday-Friday throughout the school year to aid students in their academic courses
Extra Period/Time during the School day	Students are allotted time for additional AIS assistance throughout the regular school day
Level 2A Reading Lab	Small group reading instruction
Level 2B Reading Lab	Intensive one on one reading instruction
Occupational Therapy	Small group or individual therapy sessions with an occupational therapist to address fine motor, sensory motor and perceptual development
Progress reports	Every 5 weeks a notification is sent out on the progress of your child
Pull Out	A certified teacher re-teaches class lessons in a small group setting
Push In	Certified Teachers are co-teaching in the general education classroom
Physical Therapy	Small group or individual therapy sessions with a physical therapist to address motor development
Speech/Language Services	A speech therapist provides speech services individually or to students in a small group