



**THREE VILLAGE  
CENTRAL SCHOOL DISTRICT**

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# **Academic Intervention Services**

**May 2011**

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# **Three Village CSD**

## **Revised - Plan for Academic Intervention Services**

### **Introduction**

The Three Village Central School District, located in Suffolk County, has an enrollment of over 7800 students in grades K-12. The mission of the district is to provide an educational environment which will enable each student to achieve a high level of academic proficiency and become a well-rounded individual who is an involved, responsible citizen. The district is committed to the success of all students and seeks to find ways to support them in achieving their goals.

Stringent guidelines, through the No Child Left Behind Act, state that all students identified below the level of proficiency are required to receive intervention services. Academic intervention services (AIS) is defined as additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assists students in meeting the New York State learning standards. These services are intended to assist students who are identified to be at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments. The AIS plan addresses all barriers to student academic progress, both in the instructional as well as non-instructional areas. Thus the plan also includes services in areas such as guidance, counseling, attendance, and study skills that are needed to support improved academic performance and serve to reduce the barriers to academic progress.

An essential part of revising this plan was the communication with the broad base of educators responsible for this high stakes initiative. Implementing this plan effectively is a challenge for everyone involved to ensure that every chance for success for all students is provided.

Thank you to everyone who has contributed to this process of revision.

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## **Academic Intervention Services (AIS):**

AIS is provided in English language arts (ELA) and mathematics in grades K-12 and social studies and science in grades 5-12. All buildings have in place an Instructional Support Team (IST) that includes a building administrator, school psychologist, social worker, instructional consultant (where applicable), referring teacher, and support personnel as needed. Based on multiple measures, the team determines the intensity and frequency of AIS services which best meet the needs of each identified student. **The AIS coordinator will be the Instructional Consultant (IC) at each elementary school, the assistant principal at each junior high school, and a designated assistant principal at the high school.**

### **The responsibilities of the AIS coordinator in concert with the building principal (or designee):**

- Communicates AIS recommendations to the building principal
- Reviews quarterly the progress of students receiving AIS
- Ensures that record keeping is maintained including AIS information on Infinite Campus
- Ensures that parental notification is provided
- Ensures that students who have scores indicating a need for AIS services are assigned the appropriate services by the IST.

### **Student review includes:**

- A focus on the provision of support and assistance to the teacher and student within the classroom environment
- Identification and summary of teacher and/or parent concerns
- A frame for a discussion of appropriate interventions
- Structure of intervention/support plan for each student
- Determination of the duration of intervention according to AIS criteria
- Determination of the assessment of success of the intervention in accordance with AIS criteria
- Reporting all recommendations to the building principal who implements the required notification process for AIS as noted in the plan

### **Eligibility for AIS:**

- All new entrants are screened and/or records reviewed to determine if they need academic intervention support services.
- Students in grades K-3 will be eligible for AIS based on their classroom performance, observations, and results on the observation survey, early numeracy profile, or equivalent assessment.
- Students in grades 4-6 will be eligible for AIS if they score below state criteria on NYS assessments in English language arts (ELA), mathematics and science. In addition, students are eligible based on test levels, class performance, observations, and assessments.
- Students in grades 7-12 will be eligible for AIS if they score below state criteria on NYS assessments in English language arts (ELA), mathematics, science, social studies. In addition, students are eligible based on class performance, observations, and assessments
- See charts for details.

### **Student support services:**

Student support services are interventions that address barriers to student progress in State learning standards areas requiring AIS. Possible barriers to academic progress that student services address include, but are not limited to:

- Attendance problems
- Discipline problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues.
- Social/emotional issues

The IST determines which support service interventions best meet the needs of a student requiring AIS. These student support services may include, as needed, school guidance, social work, psychological counseling and intervention; services to improve attendance; coordination of services provided by other agencies; behavior management; and study skills.

## Frequency/Intensity of Services:

The instructional support team (IST) at each location will make recommendations for frequency/intensity of services commensurate with individual student needs. AIS will consider various service delivery models when developing student programs.

## Review of Current Instructional Support Services:

<b>GRADE</b>	<b>SERVICE</b>	<b>SERVICED BY 2011</b>	<b>PROJECTED 2011-2012</b>
K-6	Reading/Writing support  Reading Recovery (Grade 1)	Reading teachers  Para-professionals/Teacher Assistants  Reading Recovery trained reading teacher  Leveled literacy trained teacher  Multi-sensory staffing based upon student need	Reading teachers  Para-professionals/Teacher Assistants  Reading Recovery trained reading teacher  Leveled literacy trained teacher  Multi-sensory staffing based upon student need
K-6	Math Lab	Para-professionals/Teacher Assistants based upon student need	Para-professionals/Teacher Assistants based upon student need
K- 6	Instructional Consultant	1 per elementary building	1 in all buildings
7-9	Reading and Writing  Math support class	Reading teachers, 2 per building  Para-professionals (1.5)  Math teacher	Reading teachers, at least 2 per building  Para-professionals (1.5)  Math teacher
7-9	Guidance Counselors	4 per building	4 per building
7 - 12	AIS coordinator	1 Assistant Principal per JHS 1 Assistant Principal WMHS	1 Assistant Principal per JHS 1 Assistant Principal WMHS
7-12	Social studies and Science support	Reading and/or social studies and science teacher	Reading and/or social studies and science teacher
10-12	Reading and Writing Math support class	2 Reading teachers 2 Para-professionals Math teacher	At least -2 Reading teachers At least -2 Para-professionals Math teacher
10-12	Guidance Counselors	9.8 Guidance Counselors .2 Guidance Chair	9.8 Guidance Counselors .2 Guidance Chair
10 – 12	Instructional Consultant	1 at high school	1 at high school
K-12	Social Worker	At least 1 per building	At least 1 per building
K-12	Psychologist	At least 1 per building	At least 1 per building

**Three Village CSD**  
**Academic Intervention Services Plan 2010-2011**  
**English Language Arts: Grades K-6**

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria  (Report Card +)
			Type	Frequency/ Intensity	
K	◆ OS - HRSIW	By February – Raw score as per student need Raw score 15 or below (letter ID) Raw score 27 or below (test level)	Kindergarten Intervention Progress monitoring Extra Help  Increased guided reading frequency  LLI	Varies	Raw score 30 or above
	◆ DIAL III-3				Raw score 51
	◆ OS – Letter ID				TL – C
	◆ OS – Text Level				
1	◆ AIMSWeb Probes				
	◆ OS – HRSIW	<b>Meet 2 out of 3 OS criteria below:</b> 4 <sup>th</sup> stanine and raw score 20 or below 3 <sup>rd</sup> stanine and raw score 44 or below February 50 or below  RR TL – 0 (Zero) or TL - B  February RR TL 6 or TL - D  IST referral supported with artifacts	Reading Recovery Literacy Center  Summer reading program (voluntary)  LLI  Progress monitoring  Increased guided reading frequency  Extra Help	5 X per week 30-45 minutes	4 <sup>th</sup> stanine and raw score 34
	◆ OS – Letter ID				4 <sup>th</sup> stanine and raw score 52
	◆ OS – Text Level				Mid-Year RR TL 12 or TL - G
	◆ Writing Prompt Assessment				End of Year RR TL 14 or TL -
	◆ Report Card				
	◆ Benchmark Assessment				
◆ AIMSWeb Assessment					
2	◆ OS – HRSIW	3 <sup>rd</sup> stanine and raw score 32 or below TL – G  IST referral supported with artifacts	Literacy Center Increased guided reading frequency  Summer Reading program  LLI  Progress monitoring  Extra help	5 X per week 30 minutes	TL – L
	◆ 2nd gr. assessment				50% on 2nd grade assessment
	◆ Report Card				
	◆ Writing prompt assessment				
	◆ Benchmarking text level				
	◆ AIMSWeb Assessment				

Key = K-6 = Writing Assessments OS = Observation Survey  
HRSIW = Hearing and Recording Sounds in Words RR TL = Reading Recovery Text Level  
Letter ID = Letter Identification TL = Text Level  
K-6 = Multi-sensory Reading Program WADE/Wilson  
3-6 = Schlagel Spelling Assessment AIMSWeb Probes:  
IST = Instructional Support Team LLI = Leveled Literacy Intervention  
\*TL = Reflects instruction level  
IST artifacts = writing sample, Benchmark, running record

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
English Language Arts: Grades K-6**

<b>Grade Level</b>	<b>Assessment Measures:</b>	<b>Entry Criteria:</b>	<b>Academic Services Provided</b>		<b>Exit Assessment and/or Criteria</b>
<b>All grades/ subjects</b>	<b>Entry Assessment</b>	<b>Entry Criteria</b>	<b>Type</b>	<b>Frequency/ Intensity</b>	<b>Report Card +</b>
<b>3</b>	<ul style="list-style-type: none"> <li>◆ 2nd Gr. ELA District Assessment</li> <li>◆ Writing Prompts assessments</li> <li>◆ Report Card</li> <li>◆ Benchmarking</li> <li>◆ AIMSWeb Assessment</li> </ul>	30%ile and below       TL - K and below	Literacy Center  ELA Preparation Progress monitoring  Extra help  Increased guided reading frequency	3-5 X per week (45 minutes)  (3 X 45 minutes or 5 X 30 minutes)	NYS Grade 3 ELA Assessment P/L 3     T/L - O
<b>4</b>	<ul style="list-style-type: none"> <li>◆ NYS Grade 3 ELA Assessment</li> <li>◆ Report Card</li> <li>◆ Benchmarking</li> <li>◆ Writing Prompt Assessment</li> <li>◆ AIMSWeb (list)</li> </ul>	P/L 2 and below  TL - N & below  IST referral supported with artifacts   -per district criteria	Literacy Center  Progress monitoring  Extra help  Intensive classroom support  (small group instructional guided reading support)  Increased guided reading frequency	3-5 X per week (30-45 minutes)  (3 X 45 minutes or 5 X 30 minutes)	NYS Grade 4 ELA Assessment P/L 3     TL - R



**Three Village CSD  
Academic Intervention Services Plan 2010-11  
Humanities: Grades K-6**

<b>Grade Level</b>	<b>Assessment Measures:</b>	<b>Entry Criteria:</b>	<b>Academic Services Provided</b>		<b>Exit Assessment and/or Criteria</b>
<b>All grades/ subjects</b>	<b>Entry Assessment</b>	<b>Entry Criteria</b>	<b>Type</b>	<b>Frequency/ Intensity</b>	<b>Report Card +</b>
<b>5</b>	<ul style="list-style-type: none"> <li>◆ NYS Grade 4 ELA Assessment</li> <li>◆ Report Card</li> <li>◆ Benchmarking Reading levels</li> <li>◆ Writing prompt assessments</li> </ul>	P/L 2 and below  TL - Q and below  IST referral supported with artifacts	Literacy Center  Monitor  Extra help  Intensive Classroom support  Progress monitoring  Increased guided reading frequency	Minimum 90 minutes per week  Ongoing  1x/week  3-5 times per week  Small group instruction	NYS Grade 5 ELA Assessment P/L 3  TL – T  IST recommendation supported with artifacts
<b>6</b>	<ul style="list-style-type: none"> <li>◆ NYS Gr. 5 ELA Assessment</li> <li>◆ Report Card</li> <li>◆ Benchmarking (reading level)</li> <li>◆ Writing prompt assessment</li> </ul>	P/L 2 & below  TL – S & below  IST referral supported with artifacts	Literacy Center  Monitor  Extra help  Intensive Classroom Support  Increased guided reading frequency  Progress monitoring	Minimum of 90 minutes per week  Ongoing  1x/week  Guided reading group  3-5 times per week  Small group instruction	NYS Grade 6 ELA Assessment P/L 3  TL – V  IST recommendation supported with artifacts

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Humanities: Grades 7-9**

<b>Grade Level</b>	<b>Assessment Measures:</b>	<b>Entry Criteria:</b>	<b>Academic Services Provided</b>		<b>Exit Assessment and/or Criteria</b>
<b>All grades/ subjects</b>	<b>Entry Assessment</b>	<b>Entry Criteria</b>	<b>Type</b>	<b>Frequency/ Intensity</b>	<b>Report Card +</b>
<b>7</b>	NYS Grade 6 ELA	P.L. 2 or below	R/W workshop →	Minimum 90 min. per week	NYS Grade 7 ELA
	IRL*	T or below	Before/after school ELA	2x/wk. minimum 10 sessions	P.L. 3 or above
	SRI	One SD below district mean	Prep Academy →		Eng./S.S. Final grades
	Written language score on report card	P.L. 2 or below	Progress Monitoring →	Quarterly	Teacher Recommendation
<b>8</b>	NYS Grade 7 ELA	P.L. 2 or below	R/W workshop →	Minimum 90 min. per week	NYS Grade 8 ELA
	English and social studies final grades	IST referral supported with artifacts	Before/after School → ELA Prep academy	2x/wk. minimum 10 sessions	P.L. 3 or above English/SS final grades
			Progress monitoring →	Quarterly	Teacher recommendation
<b>9</b>	NYS Grade 8 ELA	P.L. 2 or below	R/W Workshop →	Minimum 90 min. per week	Terra Nova 50%ile
	English/SS final grades	IST referral supported with artifacts	Progress monitoring →	Quarterly	English/SS final grades Teacher recommendation

**Key =**  
**P/L = Performance Level**  
**R/W = Reading/Writing**  
**IST = Instructional Support Team**

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Humanities: Grades 10-12**

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria  Report Card +
			Type	Frequency/ Intensity	
10	◆ Terra Nova	30%ile or below	Reading and Writing – integrated with Global History	Alternate day cycle up to 5 X per week	Pass Global History Regents/RCT – 65 <b>and</b> 70 or better in English and Global History
	◆ English and social studies final grades	69 English and/or global final grade	After school academic and summer regents prep programs		
	◆ R/W teacher Assessment	IST ref. supported w artifacts			
	◆ English final exam	69			
11	◆ Global History Regents, RCT	Global Regents/RCT below 70 Course Failure	Reading and Writing  Global History support class	Every Day	Pass English Regents /RCT (65)  Pass US History Regents  Pass Global History Regents/RCT (65)  Passes English
	◆ English final grade	Fail English final exam	After school and summer Regents Academy		
	◆ Global History final grade	IST referral supported artifacts			
	◆ R/W teacher assessment				
12	◆ English 11 Regents/RCT	English Regents/RCT below 65 and failed course <b>or</b> below 55 on Regents	Reading and Writing Portfolio workshop	Every Day	Pass English Regents/RCT (65)  Pass US History Regents/RCT (65)  Pass Global History Regents/RCT (65)
	◆ US History Regents/RCT	US Regents/RCT below 65 and failed course <b>or</b> below 55 on Regents	US History support class		
	◆ Global History Regents/RCT		Global History support class		
			After school academic & summer Regents academy		

**Key = P/L = Performance Level  
R/W = Reading/Writing  
IST = Instructional Support Team**

**Three Village CSD**  
**Academic Intervention Services Plan 2010-2011**  
**Mathematics: Grades K-6**

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria  Report Card +
			Type	Frequency/ Intensity	
All grades/ subjects	Teacher Evaluation	Teacher Referral			
K	◆ KIP Screening	TEMA 2 standard score of 85 and below  IST referral supported with artifacts	Math Support  Extra Help (K-12)  Increased Classroom support  Multi-sensory support	Up to 3 X per week	Early Numeracy Assessment (ENA) 28 and above
	◆ TEMA – 3  ◆ Key Math  ◆ ENA (May)				
1	◆ TEMA -3	Standard score of 85 and below  Score below 26  IST referral supported with artifacts	Math Support  Extra Help (K-12)  Increased class/small group support	30 minutes 3 X per week (90 min total)	TEMA 90% or Pass Early Numeracy Assessment (ENA) 35
	◆ ENA – K  ◆ Report Card  ◆ Key Math				
2	◆ TEMA -3	Standard score of 85 and below  Score below 27  IST referral supported with artifacts	Math Support  Extra Help (K-12)  Increased class/small group support	30 minutes 3 X per week (90 min total)	District Assessment
	◆ ENA – 1  ◆ Report Card  ◆ Key Math				
3	◆ 2nd gr. Math assessment	30%ile and below  IST referral supported with artifacts	Math Support  Extra Help (K-12)  Increased class/small group support	2-3 X per week (90 min total)	50% or higher on Gr. 2 assessment
	◆ Report Card				
4	◆ NYS Math 3 Assessment	30%ile and below  Level 2 and below  IST referral supported with artifacts	Math Support  Extra Help (K-12)  Increased class/small group support	2-3 X per week (90 min total)	NYS Math 3 Assessment P/ L 3 or above
	◆ Report Card				

**Key = TEMA – Test of Early Mathematics Ability - 3      WIAT - Wechsler Achievement Test**  
**ENA -- Early Numeracy Assessment**

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Mathematics: Intermediate Grades K-6**

<b>Grade Level</b>	<b>Assessment Measures</b>	<b>Entry Criteria</b>	<b>Academic Services Provided</b>		<b>Exit Criteria</b>
<b>All grades/ subjects</b>	<b>Teacher evaluation</b>	<b>Teacher referral</b>	<b>Type</b>	<b>Frequency/ Intensity</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>◆ NYS Math 4 Assessment</li> <li>◆ Report Card</li> </ul>	Level 2 and below  Standard score of 85 and below  IST referral supported with artifacts	Math Support  Monitor  Increased class/small group support  Extra help	2-3 X per week (90 min total)	Level 3 on NYS Math 4  NYS Math 5 Assessment P/ L 3 or above
<b>6</b>	<ul style="list-style-type: none"> <li>◆ NYS Math 5 Assessment</li> <li>◆ Report Card</li> </ul>	Level 2 and below  Standard score of 85 and below  IST referral supported with artifacts	Math Support  Increased class/small group support  Extra help	2-3 X per week (90 min total)	NYS Math 6 Assessment P/ L 3 or above

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Mathematics: Intermediate Grades 7-9**

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Math Lab	Monitoring Procedures	
All grades/ subjects	<b>Teacher evaluation</b>	<b>Teacher referral</b>			
<b>7</b>	<ul style="list-style-type: none"> <li>◆ District 6th Gr. Placement Exam</li> <li>◆ NYS Math 6 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- District 6th gr. placement exam score based on district mean</li> <li>- Review of state scores once received</li> <li>- Teacher recommendation &amp; report card grade</li> </ul>	Every other day (inside or outside instructional day)	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form	<ul style="list-style-type: none"> <li>- 7th gr. State assessment exam raw data scale score TBD or Performance Level 3 or 4. Exit letters sent before end of school in June</li> <li>- Teacher recommendation and/or report card grade may also be used for placement out of math lab. Continue monitoring procedure.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>◆ NYS Math 7 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Review of state scores once received. Scale score TBD/Performance Level 1 or 2.</li> <li>◆ Teacher recommendation &amp; report card grade</li> </ul>	Every other day (inside or outside instructional day)	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form.	<ul style="list-style-type: none"> <li>- 8th gr. State assessment exam raw data scale score TBD or Performance Level 3 or 4. Exit letters sent before end of school in June</li> <li>- Teacher recommendation and/or report card grade may also be used for placement out of math lab. Continue monitoring procedure.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>◆ NYS Math 8 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Review of state scores once received. Scale score TBD/Performance Level 1 or 2.</li> <li>- Teacher recommendation /report card grade</li> </ul>	Every other day (inside or outside instructional day)	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form.	<ul style="list-style-type: none"> <li>- Final average in Integrated Algebra course <math>&lt; 75</math>, student placed in 10th gr. Geometry w/every other day lab.</li> <li>- Final average in Integrated Algebra course <math>\geq</math>. Exit letters sent in June.</li> </ul>

\*AIS class should be held consecutively with math class and taught by the same teacher.

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Mathematics: Commencement 10 - 12**

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
All grades/ subjects	Teacher evaluation	Teacher referral			
<b>10 -12</b>	♦Integrated Algebra Regents exam	Below 65 on Regents	Extended Mathematics 2 program or one year program with LAB	January/June Regents prep	Pass Integrated Algebra

**Three Village CSD  
Academic Intervention Services Plan 2010-2011  
Science: Intermediate Grades 5-8**

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
All grades/ subjects	Teacher evaluation	Teacher referral			
5	<ul style="list-style-type: none"> <li>◆ NYS Science 4 Test</li> <li>◆ Report card grade</li> </ul>	<p>P/L 2 or below</p> <p>Teacher referral supported with artifacts</p>	Literacy/Math support	Minimum of 90 minutes per week	<p>NYS Grade 5 Assessment ELA/Math P/L 3 or above</p> <p>IST recommendation with artifacts</p>
6	<ul style="list-style-type: none"> <li>◆ NYS Gr 5 ELA/Math Assessment</li> <li>◆ Report card grade</li> </ul>	<p>P/L 2 or below</p> <p>Teacher referral supported with artifacts</p>	Literacy/Math support	Minimum of 90 minutes per week	IST recommendation supported with artifacts
7	<ul style="list-style-type: none"> <li>◆ Report card grade</li> </ul>	Teacher referral supported with artifacts	AIS Science Lab	Alternate Days	Passing report card grade
8	<ul style="list-style-type: none"> <li>◆ Science 7 Final Grade</li> </ul>	Teacher referral supported with artifacts	AIS Science Lab	Alternate Day	Level 3 or above on grade 8 Intermediate Science Assessment

**Key: P/L = Performance Level**



**Three Village CSD**  
**Academic Intervention Services Plan 2010-2011**  
**Science: Commencement Grades 9-12**

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
All grades/ subjects	Teacher evaluation	Teacher referral			
9	<ul style="list-style-type: none"> <li>◆ NYS Gr 8 Science assessments</li> <li>◆ Science 8 Final Grade</li> </ul>	P/L 2 or below  Teacher recommendation supported with artifacts	AIS Science Lab	Alternate Day  Alternate Day	Pass Earth Science Regents exam /RCT :  65 or above
10	<ul style="list-style-type: none"> <li>◆ Earth Science course and Regents</li> <li>◆ Earth Science course and Regents</li> <li>◆ Earth Science course and Regents</li> </ul>	Below 55R Pass course 55 – 64 R  Pass course Fail Regents  Fail course	L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure  L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure  L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure	As needed  As Needed As Needed  As Needed As Needed	Pass Regents (65)
11-12	<ul style="list-style-type: none"> <li>◆ Biology Regents</li> <li>◆ Biology Regents</li> <li>◆ Biology Regents</li> </ul>	Pass course Fail Regents  Fail course Fail Regents (55-64)  Fail course Below 55 R	Biology tutorial AIS  Biology tutorial AIS or Repeat course  Repeat course	2 X as needed  2 X per week 7 X per week  7 X per week	Pass Regents (65)

# **SAMPLE FORMS**

# **AND**

# **CORRESPONDENCES**

*(Each building has opportunity to customize forms and make relevant use of the parent portal to communicate progress effectively with parents)*

## **Funding Sources:**

- ◆ Federal, state and local funding is used to support AIS. This includes Title I, IIa, and V funds.

## **Parent Notification and Involvement**

- The building AIS coordinator ensures that the parent and/or guardian is notified in writing by the principal of the school that the student attends that their child will be receiving AIS. This notification is provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The commencement of services notification includes:
  - The reason the student needs such services,
  - A summary of the services to be provided to the student, and
  - The consequences of not achieving expected performance levels.
- Parents are notified in writing of the ending of the academic intervention services. Such notices are provided in English and translated when appropriate. (see attached for a sample)
- Parents of the students receiving academic intervention services are provided ongoing communication with school personnel.
  - Opportunities are provided, at least once a semester, to meet with their child's regular teacher and any other personnel providing AIS services.
  - Reports on student progress are provided quarterly.

## **Monitoring and Review of Plan**

The process of monitoring student progress is ongoing. The building principal is responsible for monitoring the progress of the students in the building. He/She is further responsible to communicate his/her findings to the academic supervisors and/or appropriate service providers, and submit periodic reports to the Superintendent.

The building AIS coordinator reviews quarterly the progress of all students who receive AIS services. An AIS tab in Infinite Campus contains information on services received, level of intensity, and is updated quarterly.

**The district academic intervention services plan is reviewed annually in the fall of each year.**

## **Record-keeping:**

The building AIS coordinator ensures that the following information *is* maintained as part of the student's cumulative record folder:

- A record of the student's performance on state assessments. Scores on local assessments used to determine eligibility for AIS are also kept on file.
- Documentation of specific AIS provided and dates student received this service.
- A copy of the parent notification that a child is in need of academic intervention services and when these services will be offered.
- A copy of the letter to the parents that indicates that their child is no longer in need of these services.



**Parent Notification Letter: (Elementary Sample)**

Dear Parent/Guardian Name,

Please be advised that your child must satisfactorily meet the NYS standards in English language arts, mathematics, social studies, and science. These learning standards will be assessed at various grade levels during your child’s elementary education.

The NYS Education Department mandates schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not meeting NYS learning standards.

\_\_\_\_\_ (child’s name) has been identified as a student in need of AIS in the area(s) of \_\_\_\_\_ based upon performance on the following tests:

Test Name	Check appropriate box(s) (✓)
Terra Nova	
Early Numeracy	
NYS ELA	
NYS Math	
NYS Science	
NYS Social Studies	
Standardized Assessment list:	
Report Card	

The service(s) which will be provided are:

- List types of services \_\_\_\_\_
- Frequency \_\_\_\_\_
- Times \_\_\_\_\_
- Locations \_\_\_\_\_
- Instructor’s Name(s) \_\_\_\_\_

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will meet NYS learning standards. Progress reports will be sent home quarterly and will be available on the parent portal.

If you have any questions please call the AIS instructor at \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Lab Teacher

**Parent Notification Letter: (Secondary Sample)**

Dear Parent/Guardian Name,

Please be advised that your son/daughter must satisfactorily meet the NYS learning standards in English language arts, mathematics, social studies, and science. Failure to satisfactorily achieve these standards during your son/daughter's secondary education will prevent him/her from receiving a NYS high school diploma. These learning standards will be assessed at various grade levels during your son/daughter's secondary education.

The NYS Education Department mandates schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not meeting NYS learning standards.

\_\_\_\_\_ (student's name) has been identified as a student in need of AIS in the area(s) of \_\_\_\_\_ based upon performance on the following tests:

Test Name	Check appropriate box(s) (✓)
Terra Nova	
NYS ELA	
Reading Text Level	
NYS Math	
NYS Science	
NYS Social Studies	
Final Grade	

The service(s) which will be provided are:

List types of services \_\_\_\_\_  
Frequency \_\_\_\_\_  
Times \_\_\_\_\_  
Locations \_\_\_\_\_  
Instructor's Name(s) \_\_\_\_\_

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services are to increase the likelihood your son/daughter will meet the NYS graduation requirements.

If you have any questions please call the AIS instructor at \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Lab Teacher



**THREE VILLAGE CSD**  
**ELEMENTARY ELA**  
**AIS MONITORING FORM**

(NOT BEING USED)

School Year \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Reading Teacher: \_\_\_\_\_ Classification: \_\_\_\_\_

Marking Period	Comments	Recommendations	Date of Review	Teacher Initials
Qtr. 1- ELA Continuum Stage  _____	<input type="checkbox"/> Making consistent progress  <input type="checkbox"/> Referred to Instructional Support Team	<input type="checkbox"/> Improve attendance <input type="checkbox"/> Complete homework/class work <input type="checkbox"/> Improve focus/attention <input type="checkbox"/> Improve study skills/organization <input type="checkbox"/> Strengthen comprehension skills <input type="checkbox"/> Develop writing skills	_____	_____
Qtr. 2 ELA Continuum Stage  _____	<input type="checkbox"/> Making consistent progress  <input type="checkbox"/> Referred to Instructional Support Team	<input type="checkbox"/> Improve attendance <input type="checkbox"/> Complete homework/class work <input type="checkbox"/> Improve focus/attention <input type="checkbox"/> Improve study skills/organization <input type="checkbox"/> Strengthen comprehension skills <input type="checkbox"/> Develop writing skills	_____	_____
Qtr. 3 ELA Continuum Stage  _____	<input type="checkbox"/> Making consistent progress  <input type="checkbox"/> Referred to Instructional Support Team	<input type="checkbox"/> Improve attendance <input type="checkbox"/> Complete homework/class work <input type="checkbox"/> Improve focus/attention <input type="checkbox"/> Improve study skills/organization <input type="checkbox"/> Strengthen comprehension skills <input type="checkbox"/> Develop writing skills	_____	_____
Qtr. 4 ELA Continuum Stage  _____	<input type="checkbox"/> Making consistent progress  <input type="checkbox"/> Referred to Instructional Support Team	<input type="checkbox"/> Continue to next grade  <input type="checkbox"/> Repeat grade	_____	_____
<b>Additional Comments</b>				

**Forms are to be completed collaboratively EACH quarter between the classroom teacher and a reading teacher. Each quarter the reading teacher will provide the IC a copy. At the end of each school year, the reading staff and IC will maintain a completed copy, listing all four quarters, on file in the building.**

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**READING LAB QUARTERLY REPORT**

→ PRE

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NAME: Last - First	M/F	ETHNIC	Classification	TN 2 30%ile	Text Level K & below	Text Level January	June - Text Level (O)	NYS 3 P/L 3	CONTINUE

Ethnic Code:  
 Classification Key: ALC = Alternative Learning Center  
 AI/AN = American Indian/Alaskan Native  
 INC/CC = Inclusion or Collaborative Consult  
 B = Black – Not Hispanic Origin  
 R/R = Resource Room  
 H = Hispanic  
 S/L = Speech/Language  
 W = White – Not Hispanic Origin  
 ELL = English Language Learner  
 REC = Reading Recovery



**THREE VILLAGE CENTRAL SCHOOL DISTRICT  
AIS READING PROGRESS REPORT**

**SAMPLE:**

Dear Parent/Guardian:

Earlier this year, you were notified that your child would be receiving Academic Intervention Services in the area of reading/writing. Below is a report of your child's progress to date:

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **School Year** \_\_\_\_\_  
**Classroom Teacher:** \_\_\_\_\_ **Reading Teacher:** \_\_\_\_\_

**Key:**  
**E = Emerging** = Minimal use of skill/behavior with strong support  
**D = Developing** = Partial use of skill/behavior with support  
**C = Consistently** = Frequent use of skill/behavior with support  
**I = Independent** = Extensive use of skill/behavior

1 <sup>st</sup> Report					2 <sup>nd</sup> Report					3 <sup>rd</sup> Report					4 <sup>th</sup> Report				
Date:					Date:					Date:					Date:				
Strategy	E	D	C	I	Strategy	E	D	C	I	Strategy	E	D	C	I	Strategy	E	D	C	I

Comments:



**THREE VILLAGE CENTRAL SCHOOL DISTRICT  
AIS MATHEMATICS PROGRESS REPORT**

**SAMPLE:**

Dear Parent/Guardian:

Earlier this year, you were notified that your child would be receiving Academic Intervention Services in the area of mathematics. Below is a report of your child's progress, to date:

Student Name: _____				Grade: _____				Year: <u>2004-2005</u>							
Classroom Teacher: _____				Math Center Instructor: _____				MST Coordinator: <u>Andrew H. Weik</u>							
<b>Key: C = Demonstrates Competency I = Is Improving</b>								<b>N = Needs to Improve</b>							
<b>1<sup>st</sup> Report</b>			<b>2<sup>nd</sup> Report</b>			<b>3<sup>rd</sup> Report</b>			<b>4<sup>th</sup> Report</b>						
Date: November 5 <sup>th</sup>			Date: February 11 <sup>th</sup>			Date: April 15 <sup>th</sup>			Date: June 10 <sup>th</sup>						
<b>Skill Area</b>	<b>C</b>	<b>I</b>	<b>N</b>	<b>Skill Area</b>	<b>C</b>	<b>I</b>	<b>N</b>	<b>Skill Area</b>	<b>C</b>	<b>I</b>	<b>N</b>	<b>Skill Area</b>	<b>C</b>	<b>I</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			<b>Comments:</b>			<b>Comments:</b>			<b>Comments:</b>						

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# Three Village Central School District

## ACADEMIC INTERVENTION SERVICES REFERRAL

### Elementary

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Referred by: \_\_\_\_\_

**Describe the student in terms of:**

Student Strengths: \_\_\_\_\_

Students Weaknesses: \_\_\_\_\_

Relevant Health or Medical Information: \_\_\_\_\_

Instructional, environmental or behavioral modifications made to assist student: \_\_\_\_\_

**Reason for Referral – Check all that apply:**

**READING**

- Difficulty with alphabet recognition
- Demonstrates weakness in word attack skills, the visual structure, or the meaning cueing systems (circle all that apply)
- Difficulty retaining sight words
- Omits, adds, substitutes or reverses letters, words or sounds when reading (circle all that apply)
- Demonstrates weak literal comprehension skills
- Difficulty with interpretive comprehension
- Unable to summarize
- Difficulty with content area reading
- Weak vocabulary

**WRITING**

- Unable to copy letters, words, sentences, and numbers from a model
- Reverses numbers and letters
- Does not compose complete sentences
- Difficulty developing and presenting ideas
- Makes many mechanical errors when writing
- Poor spelling impacts the ability to read what has been written
- Poor handwriting

**MATHEMATICAL REASONING**

- Difficulty memorizing facts
- Difficulty understanding math concepts
- Demonstrates weak problem solving strategies
- Demonstrates weak basic skills
- Unable to apply math skills

**LANGUAGE, MEMORY, ABSTRACTIONS AND ORGANIZATION**

- Difficulty expressing ideas verbally
- Needs statements, questions and directions frequently repeated and/or reworded
- Difficulty understanding abstract concepts
- Disorganized

**ACADEMIC PERFORMANCE**

- Decline in quality of work
- Does not turn in homework
- Cannot work independently
- Inconsistent performance
- Poor test performance
- Unwilling to participate in class activities, discussions
- Difficulty following directions

**ATTENDANCE**

- Often late to school
- Frequent absences
- Often appears fatigued

**INTERPERSONAL RELATIONSHIPS/SOCIAL DEVELOPMENT**

- Makes unnecessary comments/noises
- Little or no interaction with peers
- Becomes physically aggressive
- Not accepted by other students
- Does not resolve conflict appropriately

**BEHAVIOR**

- Active
- Appears to avoid situations, assignments, responsibilities
- Behaves impulsively
- Does not follow rules or directives
- Easily upset by suggestions or constructive criticism
- Difficulty concentrating, attending, focusing
- Recent change in behavior
- Does not complete tasks in a timely manner
- Lacks organizational skills
- Does not handle materials responsibly

**OTHER CONCERNS**

- Family
- Nutrition
- Mobility/Transfer

**ACADEMIC INTERVENTION SERVICES REFERRAL**

**Elementary**

**Early Screening Profile: ( List Standard Scores)**

**Otis-Lennon: (List SAI)**

Subtest	Score		Subtest	Score
Cognitive/Language			Verbal	
Motor			Non-verbal	
Total			Total	

**TerraNova: (List National Percentiles)**

**New York State Assessments (List Performance level P/L and Scale Score S/S)**

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Terra Nova Math	Terra Nova Math	Terra Nova Math	Terra Nova Math	Terra Nova Math
Terra Nova R/L	Terra Nova R/L	Terra Nova R/L	Terra Nova R/L	Terra Nova R/L
	ELA 3	ELA 4	EAL 5	ELA 6
	Math 3	Math 4	Math 5	Math 6
		Science	Social Studies	

**Literacy Observation Survey Assessment:**

Subtest	Results		Subtest	Results
Concepts About Print			Word Reading	
HRSIW			Writing Vocabulary	
Letter Identification				
Text Level				

**Support Services:**

Services	Dates	Frequency	Provider
Kindergarten Intervention			
Reading Recovery			
Reading Lab			
Math Lab			
Adaptive PE			
English Language Learner			

**Parental/Guardian Communication:**

Type of Contact	Date of Contact
Note/Letter	
Telephone Conference	
Meeting	

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Signature of Referring Teacher**                      **Date**

\_\_\_\_\_  
**Signature of IST Coordinator**                      **Date**



# Three Village Central School District

## ACADEMIC INTERVENTION SERVICES REFERRAL SECONDARY

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Counselor: \_\_\_\_\_ Referred by: \_\_\_\_\_

### Classroom Performance:

Course	Quiz	Homework	Lab/Project	Exam/Regents
English				
Mathematics				
Social Studies				
Science				
Global Language				

ESL \_\_\_\_\_ Resource Room \_\_\_\_\_ Reading Lab \_\_\_\_\_ Math Lab \_\_\_\_\_

### Testing Information:

TERRA NOVA				
Date	Grade	Reading	Language	Math
NYS ASSESSMENTS				
Test	Date	Grade	Level	Score
ELA				
MATH				
SOCIAL STUDIES				
SCIENCE				

### Reason for Referral – (Check one)

#### Reading/Writing:

- Conveys a basic or confused or inaccurate understanding of what is read
- Relies on basic vocabulary
- Fails to maintain an appropriate focus
- Exhibits a rudimentary structure but lacks organization
- Develops ideas briefly
- Makes few or superficial connections between information and ideas and the assigned task
- Exhibits uneven success in varying sentence structure
- Partial control of conventions
- Other \_\_\_\_\_

OVER →



**ACADEMIC INTERVENTION SERVICES REFERRAL  
SECONDARY**

**Mathematical Reasoning:**

- Difficulty understanding concepts and applications
- Demonstrates weak basic skills
- Demonstrates weak problem solving skills
- Other \_\_\_\_\_

**Memory Abstractions and Organization:**

- Disorganized and unprepared for class
- Difficulty understanding abstract concepts
- Needs questions and directions frequently repeated
- Difficulty concentrating, attending, or focusing
- Other \_\_\_\_\_

**Academic Performance:**

- Quality of work is poor
- Does not turn in homework/projects/labs
- Inconsistent performance
- Poor assessment performance
- Other \_\_\_\_\_

**Attendance:**

- Often late to class
- Frequently absent
- Cutting
- Other \_\_\_\_\_

**Relevant health or medical information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What instructional, environmental, or behavioral modifications have you made to resolve this problem?**

\_\_\_\_\_

\_\_\_\_\_

**Additional comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dates of parent/guardian contact related to your concern:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_  
**Signature of Referring Teacher/Guidance Counselor**

\_\_\_\_\_  
**Date**

---

\_\_\_\_\_  
**Signature of IST Coordinator**

\_\_\_\_\_  
**Date**

**Three Village Central School District  
Junior High School Mathematics Department  
AIS Monitoring Form  
2010-2011**

**STUDENT NAME:** \_\_\_\_\_ **TEACHER NAME:** \_\_\_\_\_

Course: \_\_\_\_\_ Assessment Level/Score: \_\_\_\_\_  
Previous Year

**Level of Services**

- Enrolled in AIS during school day
- Enrolled in AIS before/after school
- Progress Monitoring
- Basic Support

MARKING PERIOD	RECOMMENDATIONS	DATE OF REVIEW	TEACHER'S INITIALS	COMMENTS
Quarter 1 Math Grade  _____	<ul style="list-style-type: none"> <li><input type="radio"/> Foundational skills need improvement</li> <li><input type="radio"/> Attend Extra Help</li> <li><input type="radio"/> Attendance needs improvement</li> <li><input type="radio"/> Homework needs improvement</li> <li><input type="radio"/> Focus/attention needs improvement</li> <li><input type="radio"/> Study skills/organization needs improvement</li> </ul>			
Quarter 2 Math Grade  _____	<ul style="list-style-type: none"> <li><input type="radio"/> Foundational skills need improvement</li> <li><input type="radio"/> Attend Extra Help</li> <li><input type="radio"/> Attendance needs improvement</li> <li><input type="radio"/> Homework needs improvement</li> <li><input type="radio"/> Focus/attention needs improvement</li> <li><input type="radio"/> Study skills/organization needs improvement</li> </ul>			
Quarter 3 Math Grade  _____	<ul style="list-style-type: none"> <li><input type="radio"/> Foundational skills need improvement</li> <li><input type="radio"/> Attend Extra Help</li> <li><input type="radio"/> Attendance needs improvement</li> <li><input type="radio"/> Homework needs improvement</li> <li><input type="radio"/> Focus/attention needs improvement</li> <li><input type="radio"/> Study skills/organization needs improvement</li> </ul>			
Quarter 4 Math Grade  _____	<ul style="list-style-type: none"> <li><input type="radio"/> Foundational skills need improvement</li> <li><input type="radio"/> Attend Extra Help</li> <li><input type="radio"/> Attendance needs improvement</li> <li><input type="radio"/> Homework needs improvement</li> <li><input type="radio"/> Focus/attention needs improvement</li> <li><input type="radio"/> Study skills/organization needs improvement</li> </ul>			

FIRST QUARTERLY EXAM GRADE	MIDTERM EXAM GRADE	FINAL EXAM GRADE	FINAL COURSE AVERAGE
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Recommendation to continue services?    **Y**    **N**

**Additional Comments:**