



William Floyd School District

***Academic Intervention Services
AIS/RTI***

2019-2021

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WILLIAM FLOYD UNION FREE SCHOOL DISTRICT
of the Mastics-Moriches-Shirley
240 Mastic Beach Rd.
Mastic Beach, NY 11951

District Description Of Academic Intervention Services

Introduction

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/or 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 student's individualized education program. The William Floyd School District will monitor how students respond to research based academic intervention services outlined within the district RTI (Response to Intervention) Plan for grades K-5 (See pages 9-15).

The William Floyd School District, located in Suffolk County, has a student enrollment of approximately 8,700 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on an analysis of the causes of failure of multiple measures so that they may be successful in meeting the New York State Next Generation Learning Standards. The following District Description of Academic Intervention Services (AIS) includes criteria for eligibility, and two (2) components of AIS:

- Extra time for focused instruction and/or increased student-teacher instructional contact time.
- Student support services needed to address barriers to improved academic performance.

Eligibility for Academic Intervention Services

Eligibility for AIS Services will be determined by using multiple measures such as State assessment results and/or district criteria and procedures.

State Assessments

Students in grades 3-8 will be eligible for AIS if they score below the designated performance level on the elementary or intermediate State assessments in ELA, mathematics, science or social studies.

Students in grades 8-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science or social studies.

District Criteria and Procedures

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The District procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country. Procedures and criteria for determining tiered level of services outlined within the RTI/AIS plan will include extensive examination of data.

District Administrators will look at various levels of district, building, grade level and department data to determine patterns in ELA and Mathematics. Patterns will be shared with building administration to inform curricular and programmatic decision making. Building administrators will look at grade level and teacher data to identify instructional strengths and weaknesses in order to determine appropriate interventions and staffing needs.

The AIS coordinator will be the principal or designated assistant principal for each of the schools.

The responsibilities of the AIS coordinator:

- Ensures that record keeping is maintained
- Ensures that parental notification is provided
- Ensures that students who have scores indicating a need for AIS services are assigned the appropriate services

The following criteria will be used in determining eligibility:

First Level of Screening

Performance below the district established standard on one of the following:

- NWEA MAP Assessment (Grades K-8)
- State Assessment (Grades 3-12)

Second Level of Screening

A minimum of two of the following must confirm Level 1 findings:

- Portfolio Assessment
- Literacy Folders (Grades K-5)
- Running Records/Guided Reading Benchmarks (Grades K-5)
- Early Literacy Assessments (Dial 4, etc.)
- Guided Reading Written Responses (Grades K-5)
- Progress Reports (Grades 6-12)
- Report Card Grades (Grades K-12)
- Regents exam scores (Grades 8-12)
- Classroom Performance (class work, chapter and unit tests, participation, homework)
- Local quarterly and final examinations

- Student records, reports, and evaluations including, but not limited to, behavioral records, health-related issues, mobility issues, family issues.
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, and other school staff
- NYSESLAT Performance Levels for English Language Learners (ELL)

Types of AIS Services That May Be Provided

The William Floyd School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made with input from teachers, counselors, administrators other school staff and parents based upon individual student needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved criteria and procedures. Additionally, English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the District will analyze individual school needs each year by reviewing:

- needs analysis of student performance information to determine root cause
- the number of students receiving AIS at each grade level within each standards area
- the range of performance levels of eligible students as determined through State assessments and district approved procedures
- staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS

Academic Intervention Services

The intensity of service will be determined based on individual needs. Academic interventions may include:

- Scheduling options including additional class time, extended time
- Distance Learning
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Programs
- Differentiated Instruction
- Program Modification
- Extended Day

Support Services

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

Coordination of services, based on individual needs, could address:

- Attendance problems
- Behavioral problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues
- Peer-related issues

Student Progress Reports

Progress reports and report cards with comments aligned to AIS instruction are provided to parents on an on-going basis as designated through district reporting dates.

Procedures for Parent Notification

Each school will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's quarterly progress (6-12) and in each trimester at the elementary level (K-5). When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance. All parent notifications are provided in English and translated when appropriate.

Criteria for Ending AIS Services

Academic Intervention Services will end when the student has successfully attained the District standards according to the state and/or District criteria for ending services.

Process and Timeline

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

Record-Keeping: NOTE: The below are requirements

The building principal 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. In addition, local/district assessments used to determine eligibility for AIS is 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 AIS 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 services.

Possible Strategies for Academic Intervention Services for Students with Disabilities Placed In or Out of District

1. Counseling
2. Small group instruction
3. Specialized reading instruction
4. Read 180
5. Curriculum Alignment with Standards
6. Smaller Student-to-Staff Ratio
7. Instructional Modifications
8. Study Skills
9. Attendance Improvements
10. School-to-Work
11. Computer Assisted Instruction
12. Individual and Small Group Instruction
13. Co-teaching
14. Enhanced Regents Review Programs (Readiness workshops, Saturday sessions, weekly after school review sessions, regents plus program, specialized support classes)
15. Summer School

Possible Strategies for Academic Intervention Services For Students Enrolled in CTE Programs

1. All of the above suggestions, where applicable
2. Integrated instruction, i.e., Career Minded Writing, Geometry in Construction, Geometry in Construction, Math for the College Bound
3. Small group pull-out for varying lengths of time

Possible Support Services for Academic Intervention Services

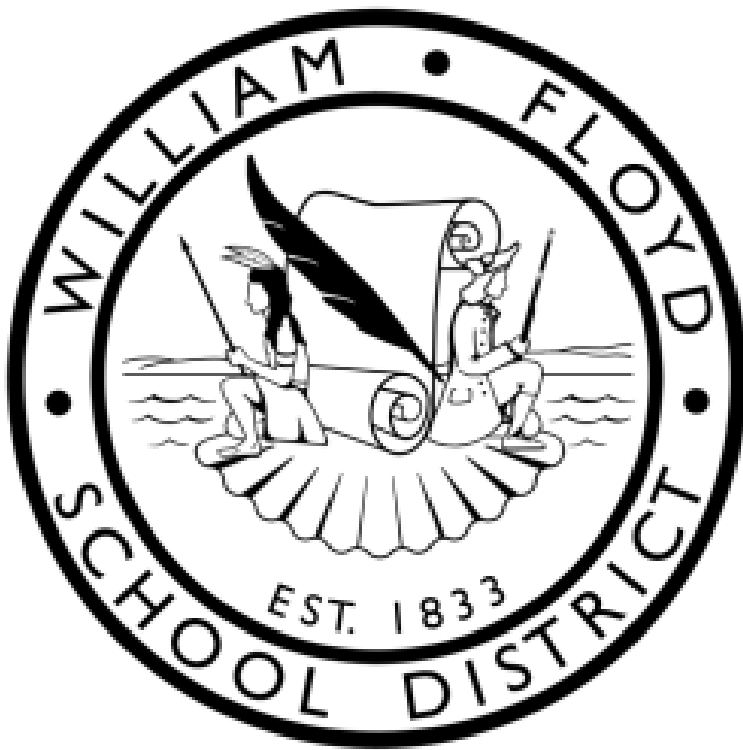
Student support services means interventions that address barriers to student progress in NY State Next Generation Learning Standards requiring AIS:

1. School guidance counseling
2. Discipline
3. Attendance improvement services
4. Family-related issues
5. Health-related issues
6. Nutritional-related issues
7. Mobility and transfer issues
8. Speech/Language improvement

9. Occupational/Physical (Non-mandated)

District/Building Services to Address the Support Issues

1. Child study groups (i.e. IST, Pupil Personnel, etc.)
2. School Inquiry Teams
3. Psychologists
4. Counselors
5. Social workers
6. Peer mediation
7. Conflict resolution
8. Inter-agency collaboration
9. Early grade discipline intervention programs
10. Home school coordinators
11. ENL program
12. Parent Training
13. Accommodations for parents for school functions
14. Transportation for targeted events
15. Links to community resources (i.e. local colleges, police, etc.) to provide student self-concept programs
16. Community programs
17. Medical/Visual Screenings
18. Links to AIS for summer interventions
19. Alternative education sites
20. Learning Center Classroom

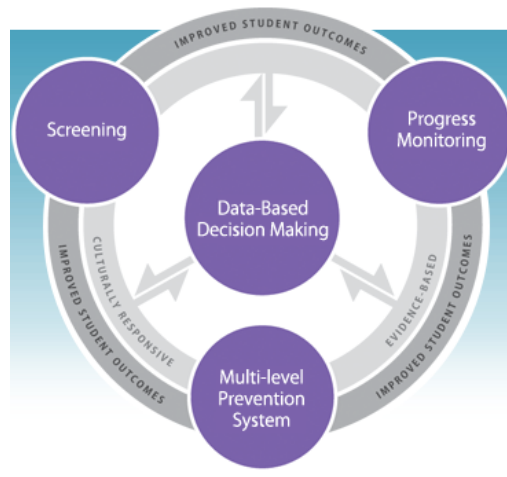


Response to Intervention

Guidance Document

Response to Intervention (RTI) is the practice of providing high quality instruction/ intervention matched to student needs and using learning rate over time and level of performance to make educational decisions about an individual student. The William Floyd School District's plan is to implement Response to Intervention for reading in grades kindergarten through five (k-5).

RTI is a multi-level framework to maximize student achievement by providing support to at risk students. This multi-level framework consists of 3 tiers as a way to integrate educational problem solving school-wide. The William Floyd School District recognizes that interventions and the events around problem solving are not always linear, and therefore requires flexibility and frequent discussion around student learning. As such, the William Floyd School District's Response to Intervention plan is a work in progress that is flexible and will change based on feedback of implementation.



Tier One: All Students and Every Classroom

Tier One is the strong classroom foundation of scientific, research-based, general education core curriculum for all students in every classroom. All Tier 1 students receive high-quality, scientifically research based instruction, differentiated to meet their needs, and are screened and assessed using NWEA and Fountas and Pinnell Benchmarks on a periodic basis to identify struggling learners who need additional support. All instruction is designed around the principles of universal design for learning, zone of proximal development and includes small group and differentiated instruction.

***Universal screening** (NWEA) is administered to **all** students 2 times per year. Students below the 25th percentile could be referred to Tier 2 if they meet multiple measure requirements, which should also include:*

- ❖ Fountas and Pinnell Benchmark
- ❖ State Assessment (*due to the results of the state assessments, please consider the state provided AIS guidelines.)

The building principal will create a structure to determine:

- By grade level, which students will be placed in Tiers 2 and 3
- The intervention the student requires in order to address his/her priority needs.

Consideration must be given to:

- Who will provide the intervention
- Duration and frequency of the intervention
- The short term assessment(s) by which the effectiveness of the intervention will be measured. *At this time the district will continue to use classroom based assessments as the progress monitoring tool. (See attached description for classroom based progress monitoring assessments.) It is important to consider that the intervention must match the area of progress monitoring to effectively measure how the student responds to the intervention.

Tier Two: Approximately 15-20% of a school

Students who are admitted to **Tier 2** require additional intervention and a more focused review of how the student is responding to the intervention. The instruction may take place in the general education classroom or in an alternative setting set by the building principal.

Intervention is typically small group, supplemental instruction and is provided in addition to, and not in place of the strong quality instructional components of Tier One. For example if a student is receiving Tier 2 intervention, he/she would receive Tier 1 instruction plus up to **20-30* minutes of supplemental interventions up to 2-3*days per week.** (**This is a guideline and it is recognized that some interventions may only be 5-10 minutes 5x per week.*)

Progress Monitoring in Tier 2:

- ❖ Progress monitoring to occur once every 2-3 weeks (*usually contingent upon the school calendar and the student's receipt of the intervention)
- ❖ The classroom teacher must create a progress monitoring schedule within googledocs and write the specific interventions that have been assigned. (Note: it is important that the teacher fill in the intervention rather than merely indicating the place the student receives that intervention.)

Example:

Letter identification flashcard drill 2x week x 20 minutes in the classroom

Foundations to address phonemic awareness 3x week at Learning Center

- ❖ 5 points of assessment – Every 10-15* weeks, the building principal will create a structure to review the progress for all students in Tier 2. The principal will then use whatever building level structure is appropriate (IST, SIT, grade level meetings, teacher meetings) to determine:
 - If the intervention needs to be changed, increased, decreased
 - If the progress monitoring goal is too low or high
 - If the student should be considered for Tier 3

Tier Three: Approximately 5% of a school

Students who are admitted to **Tier 3** based on unsatisfactory performance in tier 2, require intervention that is typically high intensity and may include small group instruction and/or 1:1 instruction. Tier 3 is different than Tier 2 by the frequency, duration and and/or intensity of the intervention and by the frequency of progress monitoring. Intervention is typically small group or individual instruction for **30-40* minutes per day, 3-5 days per week.** (**This is a guideline and it is recognized that some tier 3 interventions may be administered in other increments.*)

Progress Monitoring in Tier 3:

- ❖ Progress monitoring occurs every 1-2 weeks (*usually contingent upon the school calendar and the student's receipt of the intervention)
- ❖ The classroom teacher must create (for newly added) or change (for students who are moved to tier 3) a progress monitoring schedule within googledocs, and write the specific interventions that have been assigned. (Note: it is important to update any changes in the type, frequency or duration of the Tier 3 intervention(s), with the date that the change commenced.)
- ❖ 5 points of assessment – Every 5-10* weeks, the building principal will create a structure to review the progress for all students in Tier 3. The principals will then use whatever building level structure is appropriate (IST, SIT, grade level meetings, teacher meetings) to determine:
 - If the intervention needs to be changed, increased, decreased
 - If the progress monitoring goal is too low or high
 - If further review of the student is necessary for the student to make educational gains.

| TEST OF EARLY LITERACY (TEL) | Descriptions/Conditions | Administration & Scoring |
|---|--|---|
| Letter ID K-1 Grade 2 based on need | Student identifies and Names Letters | LC 54/54 |
| Letter Sounds K-1 Grade 2 based on need | Student identifies lower case letter sounds | LC 26/26 |
| Hearing and Recording sounds in Words (HRSIW) K-1 Form A Grade 2 Form D | Student writes the words of a story read by teacher | Directions and HRSIW recording sheet |
| F & P Phonological Awareness: Initial; Blending; Segmenting (Select one) | Initial Sounds: Children identify pictures with the same initial sound as a spoken word. Blending Words: Children hear and say the individual sounds in a word and then blend the sounds to say the word. Segmenting words: Children say a word then say the individual sounds separately but in sequence. | F & P Benchmark Assessment System 1, 3 rd edition Phonics and Word Analysis |
| Fountas and Pinnell Phonics and Word Analysis Word List Grades 3-5 | Student reads words from word list | F & P Benchmark assessments Resources Pages 252-267 |
| Schlagel Spelling Test Grades 3-5 | Student writes words dictated by teacher | Grade level Schlagel Word list and Word Analysis |
| READING | | |
| Reading Fluency and Accuracy K-5 | Running Record during Guided Reading | F & P Coding Key for reading miscues |
| Reading Comprehension K-5 | Student responses to comprehension questions during Guided Reading | F & P Benchmark Assessment System 1, 3 rd edition (K-2); System 2 3 rd edition (3-5) |

Building Level Support with Progress Monitoring Assessments:

Woodhull: Diane Catania
Tangier Smith: Victoria DeSantis
William Floyd Elementary: Kelly Nelmes
Moriches: Nancy Dittmeier
Hobart: Elyse Doerrier, Laura D'Esposito

Passwords and Technical Assistance

Kathleen Pantaleo Kpantaleo@wfsd.k12.ny.us

Resources/Websites for supports in intervention:

The RTI Daily Planning Book K-6 by Gretchen Owocki

Intervention Central
<http://www.interventioncentral.org/>

Florida Center for Reading Research
<http://www.fcrr.org/for-educators/sca.asp>

**Link to Student Center Activities and Instructional Routines Search Tool*

Universal Design for Learning
<http://www.udlcenter.org/implementation/examples>



William Floyd Union Free School District

(SAMPLE)

of the MASTICS – MORICHES – SHIRLEY

Our rich history builds a promising future!

Name of Superintendent
School
Superintendent of Schools

Name of Elementary

Name of Principal

Date

Dear Parent/Guardian of: _____

The New York State Education Department requires schools to provide Title/Academic Intervention Services to students in jeopardy of not meeting State Standards. Based upon your child's progress in English Language Arts as evidenced by Report Card Levels, Reading Assessments and class performance, your child had been identified as a student in need of Academic Intervention Services in the area of English Language Arts.

Your child, _____, will be receiving additional instruction in reading through Remedial Reading as part of the district's Academic Intervention Service/Response to Intervention Plan. This short term, English Language Arts support program provides small group instruction in reading, writing, oral language, phonics and word study.

This service is being recommended at this time to prepare your child to meet the New York State Common Core Standards in English Language Arts.

Service to be provided to your child is:

_____ Reading Support Services _____ Leveled Literacy Instruction
_____ Specialized Reading

Your child's AIS teacher is Mr/s: _____

Days and times of service: _____

Your child's progress will be monitored through multiple measures, which include curriculum based measures that monitor how your child responds to the intervention. The results of the measures will be available for your review.

If you have concerns or questions, please call me at (631) 874-XXXX.

Sincerely,

Principal
Name of School

**SAMPLE Discontinuation of AIS
Elementary**

Dear (Name of Parent/Guardian):

We are pleased to inform you that _____ (student's name) has completed _____ (remediation course) from _____ (dates). Your child was originally placed in Academic Intervention Services due to (list criteria)

_____ (name of testing and/or multiple measures) your child demonstrated the competencies necessary to perform at an acceptable level for his/her grade at this time.

If you have any questions, please contact _____ at _____.
(staff member/telephone number)

Sincerely,

Cc: Permanent File

**SAMPLE Progress Monitoring
Elementary**

Dear Parent / Guardian of : _____

The NY State Education Department mandates schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on the NY State Assessment in _____. Based upon your child's progress in _____ and/or as evidenced by the results of the 20__-20__ NY State _____ Assessment your child is required to be part of the progress monitoring program for _____.

Your child's _____ teacher will monitor the academic performance of your son/daughter in their respective class. The monitoring at this time is essential to ensure your child's proficiency in _____ and in meeting the _____ NY State Learning Standards.

On-going evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective of providing these services is to increase the likelihood your child will be successful in meeting the NY State Learning Standards.

Thank you in advance for your cooperation. If you have any questions, please do not hesitate to contact _____, your child's teacher.

Yours truly,

Principal

cc: Student file

Please return to teacher

I am in receipt of the above information and clearly understand the "progress monitoring" services that will be provided to my child in _____ class.

Child's name: _____

Grade: _____

Parent Signature: _____

Date: _____

Cc: Permanent File



ELEMENTARY TRIMESTER A.I.S. PROGRESS REPORT

Dear Parent,

Your child is receiving intervention services in the area of:

_____ English _____ Mathematics _____ Science _____ Social Studies _____

Below is a report of your child's progress to date:

Student Name: _____ Grade: _____ Year: _____

Teacher: _____ AIS Provider (If different from Classroom Teacher)

Key: **P** = Progressing The learner is making progress in this area of learning.
I = Inconsistent The learner is making inconsistent progress in this area of learning.
L = Limited The learner has made limited progress in this area of learning.
NA = Not Applicable

| English Language Arts: Reading, Writing, Speaking & Listening | Trimester 1 | Trimester 2 | Trimester 3 | Comments |
|---|-------------|-------------|-------------|----------|
| Decoding | | | | |
| Sight Words | | | | |
| Fluency | | | | |
| Comprehension: Literal Understanding | | | | |
| Written Response to Text | | | | |
| Math | | | | |
| Counting and Cardinality | | | | |
| Operations and Algebraic Thinking | | | | |
| Number and Operations | | | | |
| Measurement and Data | | | | |
| Geometry | | | | |
| Science | | | | |
| Understands Terms and Concepts | | | | |
| Social Studies | | | | |
| Understands Terms and Concepts | | | | |

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



Trimestre Elemental A.I.S. Informe de progreso

Querido padre,

Su hijo está recibiendo servicios de intervención en el área de:

_____ Inglés _____ Matemáticas _____ Ciencia _____ Ciencias Sociales

A continuación hay un informe del progreso de su hijo hasta la fecha

Nombre del estudiante: _____ Grado: _____

Año: _____

Profesor: _____ Proveedor de AIS (si es diferente del maestro de aula)

Clave: **P = Progreso** El alumno está progresando en esta área de aprendizaje.

I = Inconsistente El alumno está haciendo un progreso inconsistente en esta área de aprendizaje

L = Limitado El alumno ha progresado de forma limitada en esta área de aprendizaje.

NA = No aplica

| Artes del lenguaje inglés: lectura, escritura, expresión oral y comprensión auditiva | Trimestre 1 | Trimestre 2 | Trimestre 3 | Comentarios |
|--|----------------|----------------|----------------|-------------|
| Descodificación | | | | |
| Palabras visuales | | | | |
| Fluidez | | | | |
| Comprensión: comprensión literal | | | | |
| Respuesta escrita al texto | | | | |
| Matemáticas | | | | |
| Contando y Cardinalidad | | | | |
| Operaciones y pensamiento algebraico | | | | |
| Número y operaciones | | | | |
| Medidas y Datos | | | | |
| Geometría | | | | |
| Ciencia | | | | |
| Entiende los términos y conceptos | | | | |
| Ciencias Sociales | | | | |
| Entiende los términos y conceptos | | | | |

Nosotros animamos su participación en este proceso al apoyar a su hijo en casa. Esto se puede hacer revisando las tareas todas las noches, proveer a su hijo un lugar para estudiar y mantenerse en contacto con el maestro de su hijo. Si tiene alguna pregunta o duda, comuníquese con la escuela para programar una conferencia con el profesor o profesora.



Interoffice Memorandum

TO:

FROM:

RE: *Level 2 Students – Progress Monitoring*

DATE:

cc:

| |
|---|
| <p>SAMPLE Memorandum to teachers regarding progress monitoring secondary</p> |
|---|

Attached is a list of students that have been identified as students required by NY State guidelines to be in need of “progress monitoring” in ELA and/or mathematics.

The NY State Education Department mandates schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on the NY State Assessment in ELA and mathematics. Progress monitoring is used to track academic progress of students that have received a level 2 ranking (top 2/3rd) based upon results achieved in ELA and/or mathematics 20__--20__ NY State Assessment(s).

Students that are progress monitored are required to receive on a regular basis progress and quarterly grade reports containing comment(s) reflective to their academic progress in ELA and/or mathematics. It is required that at least one such comment from the list below is selected for ELA/mathematics:

- *Comment #45: AIS- Making Progress Toward Math Standards*
- *Comment #46: AIS- Not Making Progress Toward Math Standards*
- *Comment #47: AIS- Making Progress Toward ELA Standards*
- *Comment #48: Not Making Progress toward ELA Standards*

It is the responsibility of the ELA classroom and/or mathematics teacher(s) to continually monitor the academic performance of these students and provide appropriate comments on the progress reports (through Infinite Campus). The monitoring at this time is essential to ensure students proficiency in the respected subject area(s) in meeting the NY State Learning Standards and in successfully meeting the NY State graduation requirements.

If you have any questions, please do not hesitate to see me.

Thank you for your cooperation.



William Floyd Union Free School District (SAMPLE)

of the MASTICS - MORICHES - SHIRLEY

Our rich history builds a promising future!

Name of Superintendent
Superintendent of Schools

Name of Middle School
Name of Principal

Date

Dear Parent/Guardian:

The New York State Education Department mandates schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not meeting State learning standards. Based upon results of standardized testing, as well as classroom performance data, your child has been identified as in need of Academic Intervention Services in:

_____ English Language Arts _____ Mathematics

Your child must satisfactorily meet the established New York State Standards in English Language Arts and Mathematics. Academic Intervention Services are required at this time to better prepare your child to meet these standards. In addition to your child's regularly scheduled classes, your child will receive AIS in:

_____ English Language Arts _____ Push In _____ Pull Out _____ Progress Monitoring

Days and Times of Services: _____ ELA AIS Teacher _____

_____ Mathematics _____ Push In _____ Pull Out _____ Progress Monitoring

Days and Times of Services: _____ Math AIS Teacher _____

Ongoing assessments will help determine the specific level of monitoring and the need to continue or terminate these services. The overall objective for providing these services, is to increase the likelihood that your child will be successful in meeting the New York State graduation requirements.

Thank you in advance for your cooperation. If you have any questions, please do not hesitate to contact your child's guidance counselor, your child's ELA teacher, and/or your child's Math Teacher.

Sincerely,

Principal
Name of Middle School

I am in receipt of the above information and clearly understand that AIS services will be provided to my child in ELA and/or Math.

Child's Name: _____
Parent's Signature _____

Grade: _____
Date _____

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: Kindergarten

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|--|---|
| State Assessment: N/A | | |
| Developmental Measures: *HRSIW, Letter ID, word list, DIAL Results NWEA data | Performance level below grade level 10 percentile or lower (Winter) | Performance within median range of classroom on assessments |
| Tests of Technical Quality: Sources of Evidence *Classroom Performance Literacy Assessments Progress Monitoring *Benchmark /Running Record *Guided Reading Benchmark *District Benchmark Written Responses | Below Acceptable score Scores below Level 2 | At or above acceptable score Level C/D Scores Level 3 and above |
| Reports/Grades *Student progress reports Student Records: *Report Cards * ELA Folder | Performance level below Meets grade level expectations | Performance level Meets grade level expectations |

ELA Grade- K

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Benchmark reading level “pre-emergent”, “Below grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written responses, below acceptable score on the Dial results, below acceptable score on literacy assessments, NWEA assessment below 10th percentile.

Moderate Intensity Need: Benchmark reading level “Early emergent”, Approaching grade level expectations of performance in reading or writing on report card, Scores of 1 on Benchmark written response, below acceptable score on the Dial Results, below acceptable score on literacy assessments, NWEA assessment 11-20th percentile.

Low Intensity Need: Benchmark reading level “Emergent”, Approaching grade level expectations performance level in reading or writing on report card, scores of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment Data, NWEA assessment above 20th and below 25th percentile.

ELA Grade- 1**ACADEMIC INTERVENTION SERVICES DESCRIPTION**

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: First Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|---|--|
| State Assessment: N/A | | |
| Developmental Measures: *HRSIW, Letter ID, word list | Preferred level below grade level | Within median range of classification on assessments |
| *NWEA data | 10 th percentile or lower (previous Spring) | Above 25 th percentile |
| Tests of Technical Quality: Sources of Evidence Classroom Performance: Literacy Assessments Progress Monitoring Guided Reading Benchmark Benchmark Running Record District Benchmark Written Responses | Levels Pre A/A Scores below level 2 | At grade level expectation Scores Level 3 and above. |
| Reports/Grades: *Student progress reports | Performance level below Meets grade levels expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards *ELA Folder | | |

ELA Grade- 1

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Benchmark reading level Pre A/A, Below grade level expectations performance in reading or Writing on Report Card, Scores of 1 on Benchmark written responses, below acceptable score on literacy assessments, NWEA assessment 10th percentile or lower.
- Moderate Intensity Need: Benchmark reading level A/B, Approaching grade level expectations performance in reading or writing on report card, Score of 1 on Benchmark written response, below acceptable score on literacy assessments, NWEA assessment 11-20th percentile.
- Low Intensity Need: Benchmark reading level below E, Approaching grade level expectations performance level in reading or writing on report card, Scores of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment data, NWEA assessment above 20th and below 25th percentile.

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: Second Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|--|---|
| State Assessment: N/A | | |
| Developmental Measures: *HWSIW, Letter ID, Word List *NWEA Data | Below acceptable score 10 th percentile or lower | At or above acceptable score Above 25 th percentile |
| Sources of Evidence Classroom Performance: | | |
| Literacy Assessments Progress Monitoring *Guided Reading Benchmark Benchmark Running Record District Benchmark Written Responses | Below Level G Scores below level 2 | at grade level expectation Scores level 3 or above |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards *ELA Folder | | |

ELA Grade- 2

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Benchmark reading level below G, Below grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written responses, below acceptable score on literacy assessments, NWEA assessment below 10th percentile.
- Moderate Intensity Need: Benchmark reading level below H, Approaching grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written response, below acceptable score on literacy assessments, NWEA assessment 11-20th percentile.
- Low Intensity Need: Benchmark reading level J/K (trimester 1), K/L (Trimester 2), L/M (Trimester 3), Approaching grade level expectations performance level in reading or writing on report card, scores of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment Data, NWEA assessment above 20th and below 25th percentile.

ELA Grades K-2**I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance
Kindergarten**

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|---|---|
| <p>Developmental Measures: Starts with prioritizing by grade level liaison for NWEA students who fall below 25th percentile; Instructional Support Team meetings; and pupil personnel service meetings.</p> <p>Diagnostic Screening: As needed as per the recommendation of the Instructional Support Team and/or pupil personnel team(s)</p> <p>Sources of Evidence Reports: Discipline reports, attendance reports, nurses' reports, and academic reports</p> <p>Student Records: Attendance All Transfer All</p> | <p>Professional consensus</p> <p>Screening criteria</p> | <p>Achievement on multiple academic assessments in addition to positive pupil personnel and Instructional Support Team reports.</p> |

1 D. Description of Level of Intensity Student Support Need– Based on Multiple Measures and Evidence/Related Criteria:

| | |
|--------------------------|--|
| High Intensity Need: | Students identified on pages 24, 26 & 28 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems. |
| Moderate Intensity Need: | Students identified on pages 24, 26 & 28 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems. |
| Low Intensity Need: | Students identified on pages 24, 26 & 28 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems. |

ELA Grades K-2**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|---|--|
| High Intensity Tier 3 | Regular School Day: *Reading Teacher *Title I/AIS/RTI dept. monitoring *Leveled Literacy Intervention *differentiated instruction *Foundations *Learning Center *Speech Improvement *Reading TA Before/After School: *Homework clubs * Summer School | Minimum 3-5 days, 30-40 minute sessions ongoing/daily in the regular classroom 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Reading Teacher *Title I/AIS/RTI dept. monitoring *Foundations *Learning Center *Speech Improvement *Reading TA Before/After School: *Homework *Summer School | ongoing/daily in the regular classroom Minimum 2-3 days/week 1 day/week |
| Low Intensity Tier 1 | Regular School Day: Classroom Teacher *differentiated instruction **Title I/AIS/RTI dept. monitoring Before/After School: *Homework clubs | ongoing/daily in the regular classroom every trimester 1 day/week |

ELA Grades K-2**II B. Academic Intervention Services – Student Support:****Kindergarten- 2nd Grade**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|---|--|
| High Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | individual/weekly ongoing bi-weekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing bi-weekly ongoing monthly ongoing |
| Low Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing bi-weekly ongoing monthly weekly |

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: Third Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|--|---|
| State Assessment: N/A | | |
| Developmental Measures: *NWEA Data | 10 th percentile or lower | Above 25 th percentile |
| Literacy Assessments Progress Monitoring Sources of Evidence Classroom Performance: *Guided Reading Benchmark *Literacy Assessment Data *Benchmark Written Response | Level G and below Below acceptable score Scores of 1 | One guided reading level below Grade Level At or above acceptable score At or above Scores of 3 |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards *ELA Folder | | |

ELA Grade- 3

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Benchmark reading level below G, Below grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written responses, below acceptable score on literacy assessments, NWEA assessment 10th percentile or lower.
- Moderate Intensity Need: Benchmark reading level I, Approaching grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written response, below acceptable score on literacy assessments, NWEA assessment between 11-20th percentile.
- Low Intensity Need: Benchmark reading level below J/K, Approaching grade level expectations performance level in reading or writing on report card, scores of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment Data, NWEA assessment above 20th and below 25th percentile.

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: Fourth Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|--|---|
| State Assessment: NYS 3 rd Grade ELA Assessment | Level 2 or below | Level 3 or 4 |
| Developmental Measures: *NWEA Data | 10 th percentile or below | Above 25 th percentile |
| Literacy Assessments Progress Monitoring Sources of Evidence Classroom Performance: *Guided Reading Benchmark *Literacy Assessment Data *Benchmark Written Response | Level M/N and below Below acceptable score Scores of 1 | One guided reading level below Grade Level At or above acceptable score At or above Scores of 3 |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Card *ELA Folder | | |

ELA Grade- 4

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: NYS ELA Grade 3 Assessment Level 1, Benchmark reading level M and below, Below grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written responses, below acceptable score on literacy assessments, NWEA assessment 10th percentile or lower.
- Moderate Intensity Need: NYS ELA Grade 3 Assessment Level 2 (Low), Benchmark reading level N and below, Approaching grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written response, below acceptable score on literacy assessments, NWEA assessment between 11-20th percentile.
- Low Intensity Need: NYS ELA Grade 3 Assessment level 2 (high), Benchmark reading level below grade level, Approaching grade level expectations performance level in reading or writing on report card, score of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment Data, NWEA assessment above 20th and below 25th percentile.

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area: ELA

Grade Level/Grade Level Group: Fifth Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|---|--|
| State Assessment: NYS 4 th Grade ELA Assessment | Level 2 or below | Level 3 or 4 |
| Developmental Measures: *NWEA Data | 10 th percentile or below | Above 25 th percentile |
| Literacy Assessments Progress Monitoring Sources of Evidence Classroom Performance: *Guided Reading Benchmark *Literacy Assessment Data *Benchmark Written Response | Level P or Below Below acceptable score Scores of 1 | One guided reading letter below grade level At or above acceptable score At or above scores of 3 |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards *ELA Folder | | |

ELA Grade- 5

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: NYS ELA Grade 4 Assessment Level 1, Benchmark reading level P and below, Below grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written responses, below acceptable score on literacy assessments, NWEA assessment 10th percentile or lower.
- Moderate Intensity Need: NYS ELA Grade 4 Assessment Level 2 (Low), Benchmark reading level below Q, Approaching grade level expectations performance in reading or writing on report card, Scores of 1 on Benchmark written response, below acceptable score on literacy assessments, NWEA assessment between 11-20th percentile.
- Low Intensity Need: NYS ELA Grade 4 Assessment level 2 (high), Benchmark reading level below grade level, Approaching grade level expectations performance level in reading or writing on report card, score of 2 on Benchmark written response, below acceptable scores on some Literacy Assessment Data, NWEA assessment above 20th and below 25th percentile.

ELA Grade- 3-5

I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance Grade 3-5

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|---|---|
| <p>Developmental Measures: Starts with prioritizing by grade level liaison for NWEA students who fall below 25th percentile; Instructional Support Team meetings and pupil personnel service meetings.</p> <p>Diagnostic Screening: As needed as per the recommendation of the Instructional Support Team and/or pupil personnel team(s)</p> <p>Sources of Evidence Reports: Discipline reports, attendance reports, nurses' reports, and academic reports</p> <p>Student Records: Attendance All Transfer All</p> | <p>Professional consensus</p> <p>Screening criteria</p> | <p>Achievement on multiple academic assessments in addition to positive pupil personnel and Instructional Support Team reports.</p> |

1 D. Description of Level of Intensity Student Support Need– Based on Multiple Measures and Evidence/Related Criteria:

| | |
|--------------------------|--|
| High Intensity Need: | Students identified on pages 33, 35 & 37 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems. |
| Moderate Intensity Need: | Students identified pages 33, 35 & 37 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems. |
| Low Intensity Need: | Students identified pages 33, 35 & 37 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems. |

ELA Grade- 3-5**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|---|--|
| High Intensity Tier 3 | Regular School Day: * Reading Teacher *Foundations *Learning Center *Speech Improvement *Title I/AIS/RTI dept. monitoring *differentiated instruction Before/After School: *ELA Support w/teacher *Homework clubs *Literacy Explorers Clubs *Summer School | Minimum 3-5 days/week, 30-40 minute sessions Ongoing/daily in the regular classroom 3 days/week, 15 weeks 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Reading Teacher *Learning Center *Speech Improvement **Title I/AIS/RTI dept. monitoring Before/After School: *ELA support w/teacher *Homework club *Literacy Explorer Clubs *Summer School | Minimum 2-3 days/week every month 2 days/week, 15 weeks 1 day/week |
| Low Intensity Tier 1 | Regular School Day: Classroom Teacher *differentiated instruction **Title I/AIS/RTI dept. monitoring Before/After School: *ELA support w/teacher *Homework clubs *Literacy Explorers Clubs | ongoing/daily in the regular classroom every trimester 1 day/week, 15 weeks 1 day/week |

ELA Grade- 3-5**II B. Academic Intervention Services – Student Support:****Grade 3-5**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|---|---|
| High Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | individual/weekly ongoing biweekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing biweekly monthly monthly ongoing |
| Low Intensity | Regular School Day: *counseling – agency social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing biweekly ongoing monthly weekly |

Math Grade- K-3**ACADEMIC INTERVENTION SERVICES DESCRIPTION****District: William Floyd School District****BEDS Code: 580232030000****Grade Level/Grade Level Group: Kindergarten – Third grade****Standards Area:****Mathematics****I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:**

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|--|--|
| State Assessment: N/A | N/A | N/A |
| Developmental Measures: *NWEA Math data | Below 25 th percentile | At or above 25 th percentile |
| Tests of Technical Quality: Sources of Evidence Classroom Performance: *End of Unit Math Module Assessments | Score below acceptable level | Score at or above acceptable level |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards | | |

Math Grade- K-3

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Score below 10th percentile on NWEA math assessment, “Below grade level expectations” of performance in mathematics categories on report card, consistently below acceptable scores on End of Unit Math Module Assessments.
- Moderate Intensity Need: Score between 10-20th percentile on NWEA math assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.
- Low Intensity Need: Score above 20th and below 25th percentile on NWEA math assessment, score below 70-75% on district math assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.

I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance Kindergarten and Grade 1

1 D. Description of Level of Intensity Student Support Need– Based on Multiple Measures and Evidence/Related Criteria:

| | |
|--------------------------|--|
| High Intensity Need: | Students identified on page 42 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems. |
| Moderate Intensity Need: | Students identified on page 42 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems. |
| Low Intensity Need: | Students identified on page 42 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems. |

Math Grade- K-3**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|--|---|
| High Intensity Tier 3 | Regular School Day: *differentiated instruction *Learning Center * Literacy support in Content areas Before/After School: *homework clubs, tutors *Math Explorer Clubs *STEM, Science Clubs *Summer School | ongoing/daily in the regular classroom Minimum 3-5 days/week (30-40 minutes) 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Learning Center * Literacy Center in Content area Before/After School: *homework clubs *Math Explorer Clubs *STEM, Science Clubs *Summer School | ongoing/daily in the regular classroom every month Minimum 2-3 days/week (30-40 minutes) 1 day/week |
| Low Intensity Tier 1 | Regular School Day: *differentiated instruction Before/After School: *homework club *Math Explorer clubs *STEM, Science Clubs | ongoing/daily in the regular classroom 1 day/week |

Math Grade- K-3**II B. Academic Intervention Services – Student Support:****Kindergarten and Grade 1**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|---|---|
| High Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators, Guidance counselor *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | individual/weekly ongoing biweekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance counselor *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing ongoing biweekly monthly ongoing |
| Low Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing biweekly ongoing monthly weekly |

Math Grade- 4**ACADEMIC INTERVENTION SERVICES DESCRIPTION**

District: William Floyd School District
BEDS Code: 580232030000
Standards Area:
Mathematics

Grade Level/Grade Level Group: Fourth Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|--|--|
| State Assessment: *NY State Grade 3 Math Assessment | Levels 1 or 2 | Levels 3 or 4 |
| Developmental Measures: *NWEA Math Data Sources of Evidence | Below 25 th percentile | At or above 25 th percentile |
| Classroom Performance: *End of Unit Math Module Assessments | Below acceptable score | At or above acceptable score |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards | | |

Math Grade- 4

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: NY State Grade 3 Math Assessment Level 1, scores below 10th percentile on NWEA Math assessment, “Below grade level expectations” performance in mathematics categories on report card, consistently below acceptable scores on End of Unit Math Module Assessments.
- Moderate Intensity Need: NY State Grade 3 Math Assessment Level 2 (low), scores between 10-20th percentile on NWEA Math Assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.
- Low Intensity Need: NY State Grade 3 Math Assessment Level 2 (high), scores between 20-25th percentile on NWEA Math Assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area:
Mathematics

Grade Level/Grade Level Group: Fifth Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|--|--|
| State Assessment: NYS Grade 4 Mathematics Assessment | Level 1 or 2 on NYS Mathematics Assessment | Level 3 or 4 on NYS Mathematics Assessment |
| Developmental Measures: NWEA Math Data | Below 25 th percentile | At or above 25 th percentile |
| Sources of Evidence Classroom Performance: *End of Unit Math Module Assessments | Below acceptable score | At or above acceptable score |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: Report Cards | | |

Math Grade- 5

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: NY State Grade 4 Math Assessment score Level 1, scores below 10th percentile on NWEA Math Assessment, “Below grade level expectations” performance in mathematics categories on report card, consistently below acceptable scores on End of Unit Math Module Assessments.
- Moderate Intensity Need: NY State Grade 4 Math Assessment score Level 2 (low), scores between 10-20th percentile on NWEA Math Assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.
- Low Intensity Need: NY State Grade 4 Math Assessment score Level 2 (high), scores between 20-25th percentile on NWEA Math Assessment, “Approaching grade level expectations” performance in mathematics categories on report card, below acceptable scores on End of Unit Math Module Assessments.

Math Grades 4 - 5

I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance Grade 5

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|--|--|
| Developmental Measures: Instructional Support Team meetings and pupil personnel service meetings. Diagnostic Screening: As needed as per the recommendation of the Instructional Support Team and/or pupil personnel team(s) Psychological Testing: As needed Sources of Evidence Reports: Discipline reports, attendance reports, nurses' reports, and academic reports Student Records: Attendance All Transfer All | Professional consensus Screening criteria Screening criteria | Achievement on multiple academic assessments in addition to positive pupil personnel and Instructional Support Team reports. |

1 D. Description of Level of Intensity Need (Instructional Support) – Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Students identified on pages 47 & 49 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems.
- Moderate Intensity Need: Students identified on pages 47 & 49 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems.
- Low Intensity Need: Students identified on pages 47 & 49 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems.

Math Grades 4 - 5**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|--|--|
| High Intensity Tier 3 | Regular School Day: *differentiated instruction *Learning Center * Literacy support in the Content Areas Before/After School: *Homework clubs *STEM, Science Clubs *Math Explorer Clubs *Summer School | ongoing/daily in the regular classroom Minimum 3-5 days/week (30-40 minutes) 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Learning Center *Literacy Support in the Content Areas Before/After School: *Homework clubs *STEM, Science Clubs *Math Explorer Clubs *Summer School | ongoing/daily in the regular classroom every month Minimum 2-3 times a week (30-40 minutes) 1 day/week |
| Low Intensity Tier 1 | Regular School Day: *differentiated instruction Before/After School: *Homework *Math Explorer Clubs *STEM, Science Clubs | ongoing/daily in the regular classroom 1 day/week, 15 weeks |

Math Grades 4- 5**II B. Academic Intervention Services – Student Support:****Grade 5**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|---|---|
| High Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators, Guidance Counselor *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | individual/weekly ongoing biweekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing ongoing biweekly monthly ongoing |
| Low Intensity | Regular School Day: *counseling – agency social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing ongoing biweekly monthly weekly |

Social Studies/Science Grades K-3**ACADEMIC INTERVENTION SERVICES DESCRIPTION****District: William Floyd School District****BEDS Code: 580232030000****Grade Level/Grade Level Group: Kindergarten - Third Grade****Standards Area:****Science****I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:**

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|--|--|
| State Assessment: N/A | N/A | N/A |
| Developmental Measures: NWEA Literacy Assessment | Below 25 th Percentile | At or above 25 th Percentile |
| Classroom Performance: *End of Unit Science Assessments | Below acceptable Score | at or above acceptable score |
| Reports/Grades: *Student progress reports | Performance level below Meets grade level expectations | Performance level Meets grade level expectations or higher |
| Student Records: *Report Cards | | |

Social Studies/Science Grades K-3

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: NWEA ELA Assessment below 10th percentile, “Below grade level expectations” or “Approaching grade level expectations” performance in science categories on report card, consistently below acceptable scores on End of Unit Science Assessments, “Below grade level expectations” performance in reading and writing on report card, scores of 0 or 1 on Benchmark Written Response.
- Moderate Intensity Need: NWEA ELA Assessment 10-20th percentile, “Approaching grade level expectations” performance in science categories on report card, below acceptable scores on End of Unit Science Assessments, “Approaching grade level expectations” performance in reading and writing on report card, scores of 2 on Benchmark Written Response.
- Low Intensity Need: NWEA ELA Assessment 20-25th percentile, “Approaching grade level expectations” performance in at least one science category on report card, below acceptable scores on End of Unit Science Assessments, “Approaching grade level expectations” performance in reading or writing on report card, scores of 2 on Benchmark written response.

Social Studies/Science Grades K-3

I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance Kindergarten – Grade 3

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|---|---|
| <p>Developmental Measures: Instructional Support Team meetings and pupil personnel service meetings.</p> <p>Diagnostic Screening: As needed as per the recommendation of the Instructional Support Team and/or pupil personnel team(s)</p> <p>Sources of Evidence</p> <p>Reports: Discipline reports, attendance reports, nurses' reports, and academic reports</p> <p>Student Records: Attendance All Transfer All</p> | <p>Professional consensus</p> <p>Screening criteria</p> | <p>Achievement on multiple academic assessments in addition to positive pupil personnel and Instructional Support Team reports.</p> |

1 D. Description of Level of Intensity Student Support Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Students identified on page 54 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems.
- Moderate Intensity Need: Students identified on page 54 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems.
- Low Intensity Need: Students identified on page 54 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems.

Social Studies/Science Grades K-3**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|--|--|
| High Intensity Tier 3 | Regular School Day: *Reading Teacher *Title I monitoring *Literacy support in the Content Areas *differentiated instruction Before/After School: *Homework clubs | Minimum 3-5 days/week, 30-40 minute sessions ongoing/daily in the regular classroom 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Reading Teacher *Literacy support in the Content Areas *Title I dept. monitoring Before/After School: *Homework clubs | ongoing/daily in the regular classroom every month Minimum 2-3 days/week, 30-40 minutes sessions monthly 1 day/week |
| Low Intensity Tier 1 | Regular School Day: *differentiated instruction *Title I dept. monitoring Before/After School: *Homework clubs | ongoing/daily in the regular classroom every trimester 1 day/week, 15 weeks |

Social Studies/Science Grades K-3

II B. Academic Intervention Services – Student Support:

Kindergarten –Grade 3

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|---|---|
| High Intensity | Regular School Day: *counseling – school social worker *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators, Guidance Counselor *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | individual/weekly ongoing biweekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing biweekly ongoing monthly ongoing |
| Low Intensity | Regular School Day: *counseling – agency social worker *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing biweekly ongoing monthly weekly |

ACADEMIC INTERVENTION SERVICES DESCRIPTION

District: William Floyd School District
BEDS Code: 580232030000
Standards Area:
Science

Grade Level/Grade Level Group: Fourth Grade – Fifth Grade

I A. Procedures to Determine AIS Instructional Need/AIS Discontinuance:

| Multiple Measures | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|--|--|
| NYS Elementary Level Science Test Developmental Measures: NWEA Data Sources of Evidence Classroom Performance: *End of Unit Science Assessments Reports/Grades: *Student progress reports Student Records: *Report Cards | Below NYS Elementary Level Science Test score of 30 on the Objective Test Below 25 th percentile Below acceptable score Performance level below Meets grade level expectations | At or above 25 th percentile at or above acceptable score Performance level Meets grade level expectations or higher, |

Social Studies/Science Grades 4-5

I B. Description of Level of Intensity Instructional Need– Based on Multiple Measures and Evidence/Related Criteria:

- High Intensity Need: Score of 20 or below on NYS Science Written test in grade 4, standardized assessment science score below 23rd percentile, “Below grade level expectations” performance in science categories, consistently below acceptable scores on End of Unit Science Assessments, below 10th percentile on NWEA ELA assessment, “Below grade level expectations” performance in reading and writing on report card, Level 1 on NYS ELA assessment, scores of 0 or 1 on district Language Arts samples.
- Moderate Intensity Need: Score of 21-25 or below on NYS Science Written test in grade 4, standardized assessment science score below 40th percentile, score of 10-20th percentile on NWEA ELA assessment, “Approaching grade level expectations” performance level in science categories, Level 2 (low) on NYS ELA assessment, below acceptable scores on End of Unit Science Assessments, “Approaching grade level expectations” performance in reading and writing on report card.
- Low Intensity Need: Score of 25-30 on NYS Science written test in grade 4, “Approaching grade level expectations” performance in at least one science category, Level 2 (mid) on NYS ELA assessment, score of 20-25th percentile on NWEA ELA assessment, below acceptable scores on some End of Unit Science Assessments, “Approaching grade level expectations” performance in reading or writing on report card.

Social Studies/Science Grades 4-5

I C. Procedures to Determine AIS Student Support Need/AIS Discontinuance Grades 4-5

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|--|---|---|
| <p>Developmental Measures: Instructional Support Team meetings and pupil personnel service meetings.</p> <p>Diagnostic Screening: As needed as per the recommendation of the Instructional Support Team and/or pupil personnel team(s)</p> <p>Sources of Evidence Reports: Discipline reports, attendance reports, nurses' reports, and academic reports</p> <p>Student Records: Attendance All Transfer All</p> | <p>Professional consensus</p> <p>Screening criteria</p> | <p>Achievement on multiple academic assessments in addition to positive pupil personnel and Instructional Support Team reports.</p> |

1 D. Description of Level of Intensity Student Support Need– Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: Students identified on page 59 as high intensity needs students whose academic problems are compounded by attendance, health, social and/or family problems.

Moderate Intensity Need: Students identified on page 59 as moderate intensity need students whose profile indicates some attendance, health, social and/or family problems.

Low Intensity Need: Students identified on Page 59 as low intensity need students whose profile indicates minimal attendance, health, social and/or family problems.

Social Studies/Science Grades 4-5**II A. Academic Intervention Services – Instructional Support:**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|------------------------------|--|---|
| High Intensity Tier 3 | Regular School Day: *Reading Teacher *Title I monitoring *differentiated instruction *Literacy support in the Content Areas Before/After School: *Homework *STEM, Science Clubs | Minimum 3-5 days/week, 30-40 minute sessions ongoing/daily in the regular classroom 2-4 times a week (30-40 minutes) 2 days/week |
| Moderate Intensity Tier 2 | Regular School Day: *differentiated instruction *Reading Teacher *Literacy support in the Content Areas *Title I dept. monitoring Before/After School: *Homework clubs *STEM, Science Clubs | ongoing/daily in the regular classroom every month Minimum 2-3 days/week, 30-40 minutes monthly 1 day/week |
| Low Intensity Tier 1 | Regular School Day: *differentiated instruction *Title I dept. monitoring Before/After School: *Homework clubs *STEM, Science Clubs | ongoing/daily in the regular classroom every trimester 1 day/week |

Social Studies/Science Grades 4-5**II B. Academic Intervention Services – Student Support:****Grades 4-5**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--------------------|--|--|
| High Intensity | Regular School Day: *Leveled Literacy Instruction *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by attendance teachers and administrators, Guidance Counselor *health reviews by nurse Before/After School: *Parent/Child/Home Program *intra-agency collaboration | daily individual/weekly ongoing biweekly weekly weekly weekly ongoing |
| Moderate Intensity | Regular School Day: *counseling – school social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *intra-agency collaboration | group/weekly ongoing ongoing biweekly monthly ongoing |
| Low Intensity | Regular School Day: *counseling – agency social worker, psychologist *IST *SIT (School Inquiry Team) *attendance review and counseling by teachers, Guidance Counselor *health reviews by nurse Before/After School: *socialization groups | group/weekly ongoing biweekly ongoing monthly weekly |

ACADEMIC INTERVENTION SERVICES DESCRIPTION:

District: William Floyd School District
BEDS Code 580232030000

Grade Level/Grade Level Group: Secondary

Standards Area: ELA, Math, Science and Social Studies

Schools with Variations? ☒ No ☐ Yes (List schools in Section III and identify all variations from the description of instructional and/or student support services (IIa/IIb) that apply to a school or schools.)

I a. Procedures to Determine AIS Instructional Need/AIS Discontinuance

| MULTIPLE MEASURE(S) | CRITERIA TO DETERMINE AIS NEED | CRITERIA TO DISCONTINUE AIS |
|--|---|--|
| <p>New York State Assessments</p> <p>Sources of evidence</p> <p>Classroom Performance: Multiple Measures ELA/MATH in class assignments NWEA ELA and Math Assessment (Grades 6-8)</p> <p>Regents Components</p> <p>Re-testing in ELA and MATH</p> | <p>Scores below proficiency on State Assessment, .i.e. ELA or Math or Science or Social Studies</p> <p>Below 65% (or local pass option) on Regents Exam</p> <p>Below 25th percentile on NWEA</p> <p>Attendance (Excessive absence)</p> | <p>Proficiency on State assessments (65 or greater) or local pass option on Regents examinations</p> <p>Sources of evidence</p> <p>Classroom Performance: Multiple Measures, District assessment ELA/MATH In class assignments NWEA ELA and Math Assessment (Grades 6-8) Regents Components Re-testing in ELA and MATH</p> |

I b. Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need:

Scale scores which place a student in the Low Level 1 – Mid Level 1 range on previous year State assessments.

Below 10th percentile on NWEA ELA and/or Math assessment (Grades 6-8).

Other multiple measures that support student level placement – consistently scoring below grade level expectations on both classroom assessments and quarterly report card grades.

Moderate Intensity Need:

Scale scores which place a student in the Mid – High Level 1 range on previous year State assessments.

Score of 10-20th percentile on NWEA ELA and/or Math assessment (Grades 6-8).

Other multiple measures that support student level placement – consistently scoring below grade level expectations on both classroom assessments and quarterly report card grades.

Low Intensity Need:

Scale scores which place a student in the Low Level 2 range on previous year state assessments.

Score of 20-25th percentile on NWEA ELA and/or Math assessment (Grades 6-8).

Other multiple measures support student level placement – consistently scoring below grade level expectation on both classroom assessments and quarterly report card grades.

* Level placement change from one year to the next: (MATH/ELA)

II a. Academic Intervention Services – Instructional Support

| Description of Services | Intensity Factors: Frequency/Duration/ Individualization |
|---|--|
| <p>High Intensity William Floyd Middle School and William Paca Middle School (Grades 6, 7, 8)</p> <p>Regular School Day:</p> <ul style="list-style-type: none"> • Academic Intervention Services targeted instruction • Differentiated classroom instruction • Functional Behavioral Assessment • Behavioral Intervention Plan • Counseling (Individual or Group) • Team Meetings • School Inquiry Teams • Attendance Support • PBIS • Science Support period <p>After School:</p> <ul style="list-style-type: none"> • After school Academic Intervention Services targeted instruction (for progress monitored student, contingent on budget allocation) • Advantage Program | <p>Every other day during academic year</p> <p>On-going As needed As needed As needed As needed As per building plan As needed Weekly</p> <p>Every other day during academic year</p> <p>Weekly, during the academic year.</p> <p>Daily 6 weeks during the summer</p> |

| | |
|--|---|
| <p>Moderate Intensity</p> <p>William Floyd Middle School and William Paca Middle School (Grades 6, 7, 8)</p> <p>Regular School Day:</p> <ul style="list-style-type: none"> • Differentiated classroom instruction • Progress monitoring targeted instruction • Counseling (Individual or Group) • Team Meetings • School Inquiry Teams • Attendance Support • PBIS • Science Support period <p>After School:</p> <ul style="list-style-type: none"> • After school Academic Intervention Services targeted instruction (for progress monitored student, contingent on budget allocation) • Advantage Program | <p>On-going On-going As needed As needed Monthly As needed On-going</p> <p>Every other day during Academic year</p> <p>Weekly, during the academic year.</p> <p>Daily 6 weeks during the summer</p> |
| <p>Low Intensity</p> <p>William Floyd Middle School, William Paca Middle School, (Grades 6, 7, 8)</p> <p>Regular School Day:</p> <ul style="list-style-type: none"> • Progress monitoring • Counseling (Individual or Group) • Team Meetings • School Inquiry Teams • Attendance Support • PBIS • Differentiated instruction • Science Support period | <p>On-going As needed As needed Monthly As needed As needed On-going On-going Every other day during Academic year</p> |

| | |
|--|--|
| <p>After School:</p> <ul style="list-style-type: none"> • After school Academic Intervention Services targeted instruction (for progress monitored student, contingent on budget allocation) • Advantage Program | <p>Weekly, during the academic year.</p> <p>Daily 6 weeks during the summer</p> |
|--|--|

II a. Academic Intervention Services – Instructional Support - continued

| Description of Services | Intensity Factors: Frequency/Duration/ Individualization |
|--|---|
| <p>William Floyd High School (9-12)</p> <p>High Intensity Regular School Day: Additional teachers provide academic support to those students who are in danger of not graduating</p> <ul style="list-style-type: none"> • Additional instructional time • Differentiated classroom instruction • Extra help | <p>As needed On-going Daily</p> |
| <p>William Floyd High School (9-12)</p> <p>Moderate Intensity Regular School Day: Students in grades 9, whose State Assessment scores indicate that the student is at risk of not meeting graduation standards, will be serviced in an additional AIS class which focuses on developing skills.</p> <ul style="list-style-type: none"> • Additional skills classes. • Differentiated classroom instruction • Extra help | <p>As needed On-going Daily</p> |
| <p>William Floyd High School (9-12)</p> <p>Low Intensity Regular School Day:</p> <ul style="list-style-type: none"> • Progress monitoring • Extra help • Differentiated classroom instruction | <p>As needed Daily On-going</p> |

Addendum to the above:

For all students identified as not proficient after taking Regents exams in Algebra, Geometry, Living Environment, Global History and Geography II, US History, and English the following services may be available, pending budget allocation:

Social Studies:

For courses in Global Studies II as well as in United States History and Government:

- Students can audit classes in summer school (post school day).
- Mandatory extra help will be provided.
- AIS to improve reading, writing, and comprehension skills.
- Content review sessions prior to next State test administration.
- Half year Global courses.
- Personalized tutoring through the Regents Plus Program
- Credit Recovery with an emphasis on areas of deficiency

Science:

- Students can audit Living Environment in summer school (with the completion of 1200 minutes of State required laboratory experience achieved).
- Students can audit classes in summer school (post school day).
- Mandatory extra help will be provided.
- AIS to improve reading, writing, and comprehension skills.
- Content review classes prior to next State test administration.
- Lab Recovery Sessions.
- Personalized tutoring through the Regents Plus Program
- Credit Recovery with an emphasis on areas of deficiency

English Language Arts (ELA):

- Targeted students receive remediation through a ELA program.
- Students can audit classes in summer school (post school day).
- Mandatory extra help will be provided.
- AIS to improve reading, writing, and comprehension skills.
- Content review classes prior to next State test administration.

- **Personalized tutoring through the Regents Plus Program**
- **Credit Recovery with an emphasis on areas of deficiency**

Mathematics:

- **Targeted students receive intensified remedial services 1x/week.**
- **Students can audit classes in summer school (post school day).**
- **Mandatory extra help will be provided.**
- **AIS to improve reading, writing, and comprehension skills.**
- **Differentiated Extra Help Sessions.**
- **Personalized tutoring through the Regents Plus Program**
- **Credit Recovery with an emphasis on areas of deficiency**

II b. Academic Intervention Services – Student Support Grades 6-12

| Description of Services | Intensity Factors: Frequency/Duration/ Individualization |
|---|---|
| <p>High Intensity</p> <p>Regular School Day:</p> <p>Student Support Services, and Attendance Interventions, allow identified students to participate in a myriad of intervention programs. These projects were designed to tackle root causes which create barriers to student success.</p> <p>Before/After School: Some of these programs exist outside the school day and continue throughout the summer.</p> <ul style="list-style-type: none"> • Proactive intervention services • Attendance Mentor Programs • PBIS • School Resource Officer • Interagency Collaboration • Credit Recovery (Grades 9-12) • Blended Learning • Non discipline CII • Family Service League | <p>Durations vary from daily to weekly for individuals and/or small groups.</p> |
| <p>Moderate Intensity</p> <p>Educationally related support services through guidance, social workers, psychologists, et al, provide individual and group counseling services to these students on an as-needed basis. Progress is monitored by the support personnel in conjunction with the classroom teachers.</p> | <p>Durations vary from daily to weekly for individuals and/or small groups.</p> |

| | | |
|----------------------|--|---|
| | <ul style="list-style-type: none"> • Proactive intervention services • Attendance Mentor Programs • PBIS • School Resource Officer • Interagency Collaboration • Credit Recovery (Grades 9-12) • Blended Learning • Non discipline CII • Family Service League | |
| Low Intensity | <p>Regular School Day: Individual, small groups and team teaching consultation is offered on an as needed basis. The team structure at the middle school provides further support and offers a system for careful monitoring of progress.</p> <ul style="list-style-type: none"> • Proactive intervention services • Attendance Mentor Programs • PBIS • School Resource Officer • Interagency Collaboration • Credit Recovery (Grades 9-12) • Blended Learning • Non discipline CII • Family Service League | <p>Durations vary from daily to weekly for individuals and/or small groups.</p> |