

Port Byron Central School District

Academic Intervention Services Plan

A Description and Guidelines for AIS Services

Adopted: Oct. 11, 2006

Introduction

An Academic Intervention Services Committee has been formed to review and revise the Port Byron Central School District's academic plan. The group will work to bring the district's plan up to date to include many of the programmatic changes that enable the administration, faculty, staff and students to meet the high standards that are expected. The following personnel are members of the committee:

David Parker	Elementary School Principal
Doreen Lupo	Elementary AIS Math
Stacey Longyear	Special Education Teacher
Kristen Belz	Elementary AIS Reading
Cynthia Secaur	Elementary AIS Reading
Sarah Feinberg	Middle School Principal
Dan Nellenback	Math 8/AIS
Erin Pitcher	Math 7 AIS
Judy Tamburrino	Middle School ELA/AIS
Jennifer Mapley	Math 6/AIS
Patricia Tamburrino	ELA 7
Tracey Pirozzolo	Guidance Counselor
Emma Cowley	Special Education – Grade 8
Michael Brewster	ELA 8
Bridgett Kennedy	Special Education – Grade 7
Gail McDowell	Special Education – Grade 6
Shawn Bissetta	High School Principal
Kelly Brewster	Social Studies Teacher
Anna Danyluk	Business Teacher
Thomas Fetterman	Art Teacher
Jacqueline Giannotta	Math Teacher
Sandra Hosier	English Teacher
Cheryl Schulte	Science Teacher

This document must be reviewed and revised, based on student performance results, every two years beginning on July 1, 2000. "Guidelines for Implementing Academic Intervention Services." January 2000, James A. Kadamus

Overview

The Port Byron Central School District's Academic Intervention Services programs have been designed to provide a comprehensive, coordinated plan to help students achieve the learning standards in English language arts and mathematics in grades k-12 and social studies and science in grades 4-12. The AIS services strive to support each student's literacy, mathematical and content area development through the integration of AIS services with the student's classroom program. The major focus of this plan is to provide consistent district-wide **services and** guidelines for AIS instruction.

Program Goal

The goal of Academic Intervention Services is to address each student's individual needs as indicated through State assessments results and/or the district-adopted or districts approved procedure, and provide appropriate instruction enabling students to be successful in meeting the New York State Standards and Assessments in English language arts, mathematics, social studies, and science. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction), and/or
- Student support services needed to address barriers to improved academic performance

The Academic Intervention Services provide additional instruction to enhance preparation in content areas and supplement regular school education. Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS (ELA, Mathematics, Social Studies, and Science). Student support services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling services to improve attendance, coordination of services provided by other agencies, and study skills. These services are primarily intended as preventive measures in aiding students to meet higher learning standards. For those students who fail to meet the State designated performance levels on assessments, Academic Intervention Services are required. These services are in accordance with the district's mission statement to "encourage students to reach their maximum level of achievement."

Program Accountability and Coordination

The building administrator will be responsible for the implementation and coordination of Academic Intervention Services. Student services shall be planned and monitored by the classroom/content area teacher to which the student is assigned and the intervention provider. Coordination and integration of the services into the classroom instruction shall be the responsibility of the teacher to whom the student is assigned. The High School office will maintain documentation regarding AIS services.

Role of Academic Intervention Services Teachers

AIS teachers in the Port Byron Central School District provide valuable instruction to support the progress of students in the areas of English language arts, math, social studies, and science. These specialists diagnose and provide corrective instruction to students, and communicate closely with classroom teachers relative to student progress. All teachers are encouraged to consult with the building AIS instructors for direction and guidance in incorporating ideas to further enhance student success. All teachers are expected to identify potential students at risk of not meeting State learning standards as well as monitoring the progress of students receiving AIS services.

Student Participation

The AIS programs operate within the federal and state guidelines. Services are designed to support the instruction of educationally disadvantaged students. Students are eligible for AIS services, including those with disabilities and limited English proficiency in the following instances:

- If the student scores below the designated performance level on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science.
- If a student is at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-3 students who lack reading readiness.

The Hawkins-Stafford Amendment (1988) ensures that students who are identified with a handicapping condition and meet AIS participation criteria may not be excluded from AIS assistance. English language arts, math, social studies, and science instruction to address a student's handicapping condition must first be provided through their Special Education teacher. Because AIS services are general education services, they should not be indicated on the individualized education program (IEP).

Example:

Student A is learning disabled in the areas of reading comprehension and written expression. First, he will receive support in these areas through his special education teacher. Also, he meets the criteria for additional instruction through AIS services in reading. He will be provided AIS services in addition to special education services. Student B is learning disabled in the area of reading comprehension and she meets the criteria to receive additional instruction through AIS services in math. She will be scheduled to receive AIS services in math. However, if the PPST/CST decides additional reading instruction is needed to meet the standard on the next State Assessment based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, the student will be scheduled for AIS services in reading.

Districts should assure that multiple assessments/sources of evidence are used that criteria are in place that determine:

- The identification of performance on those measures/sources of evidence that would place a student at risk of not meeting State learning standards and in need of academic intervention services; and
- Performance that indicates that a student is meeting, or is likely to meet, State learning standards and no longer in need of academic intervention services.

The multiple assessments/sources of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels in those standards areas requiring AIS. Such assessments are not limited to, but may include:

1. Developmentally-appropriate measures such as:

- Diagnostic assessments;
- Early reading assessments/literacy profiles;
- Assessment portfolios;
- Performances/demonstrations; and/or
- Assessments of content skills, concepts, and knowledge.

2. Tests of demonstrated technical quality such as:

- Standardized, norm-referenced tests (above grade three);
- Standardized, criterion-referenced tests;
- Other commercially-prepared assessments

Sources of evidence are not limited to, but may include:

3. Review of:

- classroom performance (i.e., participation, student work/portfolios, homework completion);
- report card grades and/or student records

4. Recommendations from teachers, administrators, counselors, other school staff, and parents.

K-4 ENGLISH LANGUAGE ARTS AND MATH SERVICES

The Entering Student – K-4 English Language Arts/Math

Annual identification for participation in the kindergarten to grade four program occurs when one of the following conditions is met:

- Students are determined to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters, phonemic awareness, and language capacity
- Students who are considered Limited English Proficiency
- Students who may not pass the next state assessment as recommended by the support team. This recommendation must be supported by information gathered by the reading specialist and/or classroom teacher(s), and based on multiple measures such as achievement testing information, diagnostic testing information, (vision/hearing/physical disabilities) classroom assessments, class performance, and/or psychological evaluation data. The following, and other comparable sources, should be used as the basis of such determination.

Among these resources are:

- The Essential Elements of Reading
- The Early Literacy Profile, including locally developed assessments on listening, writing, and reading
- The English Language Arts Resource Guide/Core Curriculum
- NYS Math standards core curriculum
- Key Math
- NYS Math Assessments
- Locally developed assessments aligned with NYS Standards
- DIBELS and lack of positive response to RTI

The Continuing Student – K – 4 English Language Arts/Math

Once a student is identified for AIS K - 4 services, he/she will remain in the program if one of the following occurs:

- The support team continues their recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).
- The student scores at a level 1 or 2 on NYS ELA 3 or 4 Assessment.

The Transitioning Student – K-4 English Language Arts/Math

A student will be maintained in an AIS K-4 program for one year, in a low intensity setting to ensure the student is capable of maintaining academic success if one of the following occurs:

- The support team continues their recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).

The Exiting Student – K-4 English Language Arts/Math

A student will be released from the AIS K-4 program if one of the following occurs:

- The building support team determines that the student is no longer in probable danger of not meeting NYS standards as measured by multiple assessments (See “Entering”).

A student’s progress after being released from the program will be closely monitored by his/her classroom teacher.

5-8 ENGLISH LANGUAGE ARTS AND MATH SERVICES

The Entering Student-English Language Arts/Math 5-8

Annual identification for participation in the AIS Language Arts program occurs when one of the following conditions is met:

- Students who score below the State designated performance level on the elementary or intermediate level state assessments.
- Students who score below state assessments will be reviewed by the AIS team. Past student performance, student work and student performance on the past state assessments will be reviewed and consideration made to monitor
- Students who are considered Limited English Proficiency
- Students who may not pass the next state assessment as recommended by the building principal. This recommendation must be supported by information gathered by the reading specialist and/or classroom teacher(s), and based on multiple measures such as achievement testing information, diagnostic testing information (vision/hearing/physical disabilities), grades, classroom performance and/or psychological evaluation data. Such measures include but are not limited to the following:
 - Midterms (Mirrored Assessments)
 - Unit tests
 - ELA/Math Baseline Tests

The Continuing Student – English Language Arts/Math 5-8

Once a student is identified for AIS Language Arts services he/she will remain in the program if one of the following occurs:

- The student falls below the designated performance level on elementary or intermediate level state assessments.
- The building principal continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).

The Transitioning Student – English Language Arts/Math 5-8

A student will be maintained in an AIS Language Arts/Math 5-8 program for one academic year or the remainder of the current school year, in a low intensity setting to ensure the student is capable of maintaining academic success if one of the following occurs:

- The student falls below the designated performance level on elementary or intermediate level state assessments
- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).

The Exiting Student – English Language Arts/Math 5-8

A student will be released from the AIS Language Arts/Math 5-8 program when the following occurs:

- The student meets the designated performance level on elementary or intermediate level state assessments
- The building principal/teacher recommends that continuation in the program is not necessary in order to meet the standard on the next State Assessment based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data. Sources of evidence are not limited to, but may include a review of:
 - classroom performance (i.e., participation, student work/portfolios, homework completion)
 - report card grades and/or student records

A student's progress after being released from the program will be closely monitored by his/her classroom teacher.

9-12 ENGLISH LANGUAGE ARTS SERVICES

The Entering Student-English Language Arts 9-12

Annual identification for participation in the AIS English Language Arts program occurs when one of the following conditions is met:

- Students who score a 64 or below on commencement level state assessment
 - Students who are considered Limited English Proficiency Students
 - Students who are at risk of not passing the commencement level state assessment as recommended by the building principal and ELA Evaluation Committee. This recommendation must be supported by information gathered by the reading specialist and/or classroom teacher(s), and based on multiple measures such as achievement testing information, diagnostic testing information (vision/hearing/physical disabilities), grades, and/or psychological evaluation data. Such measures include but are not limited to the following:
 - 8th grade state exams
 - 9th grade mid-term exam and/or cumulative assessment (2nd and 4th marking period)
 - Classroom performance

The Continuing Student – English Language Arts 9-12

Once a student is identified for AIS English Language Arts services he/she will remain in the program if one of the following occurs:

- The student receives below a level 3 on intermediate level state assessments or scores a 64 or below on commencement level state assessment.
- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).

The Transitioning Student – English Language Arts 9-12

A student will be maintained in an AIS English Language Arts 9-12 program for one academic year or the remainder of the current school year, in a low intensity setting to ensure the student is capable of maintaining academic success if one of the following occurs:

- The student receives below a level 3 on intermediate level state assessments or score a 64 or below on commencement level state assessment.
- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s). 9th, 10th or 11th grade ELA teacher may recommend a less intensive service so that the student may be targeted at this time.
- Student's classroom performance indicates improvement in reading and writing processes, and reflects an average of 75% or higher.

The Exiting Student – English Language Arts 9-12

A student will be released from the AIS English Language Arts 9-12 program when the following occurs:

- The student meets the designated performance level on intermediate or commencement level state assessments.
- Student's classroom performance indicates improvement in reading and writing processes, and reflects an average of 80% or higher.
- The building principal/10th grade teacher recommends that continuation of the student in the program is not necessary in order to meet the standard on the next State Assessment based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data. Sources of evidence are not limited to, but may include a review of:
 - mid-term and cumulative assessments
 - classroom performance (i.e., participation, student work/portfolios, homework completion)
 - report card grades and/or student records
 - AIS skill development assessment

A student's progress after being released from the program will be closely monitored by his/her classroom teacher.

9-12 MATH SERVICES

The Entering Student-Math 9-12

Annual identification for participation in the AIS Math program occurs when one of the following conditions is met:

- Students who score below the State designated performance level on intermediate level state assessments.
- Students who are considered Limited English Proficiency Students
- Students who are at risk of not passing the next state assessment as recommended by the building principal. This recommendation must be supported by information gathered by the classroom teacher(s), and based on multiple measures such as achievement testing information, diagnostic testing information (vision/hearing/physical disabilities), grades, and/or psychological evaluation data. Such measures include but are not limited to the following:
 - Midterms and/or periodic cumulative assessments
 - Classroom performance

The Continuing Student – Math 9-12

Once a student is identified for AIS Math services he/she will remain in the program if one of the following occurs:

- The student scores a 64 or below on a commencement level state assessments.
- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).

The Transitioning Student – Math 9-12

A student will be maintained in an AIS Math 9-12 program for one academic year or the remainder of the current school year, in a low intensity setting to ensure the student is capable of maintaining academic success if one of the following occurs:

- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s). The student's math teacher may recommend a less intensive service.
- 75% on classroom performance

The Exiting Student – Math 9-12

A student will be released from the AIS Math 9-12 program when the following occurs:

- The student scores a 65 or above on a commencement level state assessment.
- The student receives a 80% or higher for a final exam in class.
- The building principal/teacher recommends the continuation of the student in the program is not necessary in order to meet the standard on the next State Assessment based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data. Sources of evidence are not limited to, but may include a review of:
 - classroom performance (i.e., participation, student work/portfolios, homework completion);
 - report card grades and/or student records.

A student's progress after being released from the program will be closely monitored by his/her classroom teacher.

5-12 SCIENCE AND SOCIAL STUDIES SERVICES

The Entering Student-Content Areas of Science/Social Studies 5-12

Annual identification for participation in the AIS Science/Social Studies program occurs when the following condition is met:

- Students who score below the State designated performance level on the elementary, intermediate or commencement level state assessments.

The Continuing/Transitioning Student– Science/Social Studies 5-12

Once a student is identified for the AIS Science/Social Studies program he/she will remain in the program if one of the following occurs:

- The student scores below the State designated performance level on the Grade 8, Global History or United States History and Government commencement level state assessments.
- The building principal/teacher continues his/her recommendation of the student in the program based on multiple measures such as achievement testing information, diagnostic testing results, classroom performance, psychological evaluation data, and/or information from the AIS teacher and/or classroom teacher(s).
- 75% average in classroom performance.

The Exiting Student – Science/Social Studies 5-12

A student may exit from the AIS Science/Social Studies program if one of the following occurs:

- The student scores at or above the designated performance level the Grade 8, Global History and United States History and/or Government commencement level state assessment
- The building principal/teacher recommends continuation of the student in the program is not necessary in order to meet the designated performance level on the next state assessment based on multiple measures such as achievement testing information, diagnostic testing information, grades, and/or psychological evaluation data. Sources of evidence are not limited to, but may include a review of:
 - classroom performance (i.e., participation, student work/portfolios, homework completion)
 - report card grades and/or student records
 - 80% or higher for final average

A student's progress after being released from the program will be closely monitored by his/her classroom teachers.

Level of Services

The services for qualifying students will vary in intensity based on their needs. Intensity of service is based on the level of student need as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service.

Target- Classroom teacher monitors student within the general education classroom

Push-In –AIS teacher supports the general education classroom providing additional support for the students within that classroom

Pull-Out –Student receives an additional support class outside the general education classroom with an AIS teacher

Scheduling Options

Scheduling options will be provided to meet the range of student needs in the district. Such options include, but are not limited to, the following:

- Scheduling options including extended school day, before-school sessions, after-school sessions, weekend sessions, evening sessions, or summer school
 - Computer-assisted instruction
 - Co-teaching
 - Small group instruction
 - Individualized teaching(tutoring)
 - Alternative education placement
 - Learning center/learning lab assistance
 - Out of district special education placement
 - Consultant teacher model instruction in classroom
 - Pull-out instruction in area of need
 - Auditing a class with teacher monitoring
 - Peer mentoring
 - Advisory period programming
-
- The district may, by board resolution, extend the school day (hours of compulsory attendance are district determined).
 - At the elementary level, students assigned to AIS instruction will not miss content area classroom instruction. Furthermore, scheduling of AIS classes at the secondary level will not interfere with the student’s core courses required for graduation.

Possible Range of Support Services

- Intervention to remediate attendance problems
- Intervention actions to deter discipline difficulties
- Intervening activities to resolve family-related issues and learning barriers
- Intervention to eliminate nutrition-related issues
- Development of district procedures, actions, and intervention to prevent mobility and transfer difficulties that become learning barriers
- Intervention that addresses other social, psychological, emotional, and physical issues that pose as a barrier to student achievement

Staffing

Districts must use staff to provide academic intervention services that are appropriately certified under Part 80 of the Commissioner's Regulations for the area(s) of their instructional assignment, i.e., reading, English language arts, mathematics, social studies, or science, or for the area of their student support service assignment, i.e., pupil personnel services.

- At the elementary level, appropriate certifications for instructional assignments in mathematics, social studies, and science are required (Common Branch, PreK-6, and N-6). For the provision of AIS in reading, however, reading certification is strongly recommended.
- At the secondary level (grades 7-12) approved certifications for AIS instructional assignments include certification in reading and content certifications in English, mathematics, science, social studies as specified in Section 80.16 of Commissioner's Regulations. Grade 5-6 annotations these content certificates are also appropriate at the elementary level.
- At both elementary and secondary levels, appropriate certifications for providing AIS include those for bilingual education and teaching English to speakers of other languages as per the Commissioner's Regulations.
- At both elementary and secondary levels, appropriate certifications for providing AIS include those for special education; however, if a special education teacher provides AIS to a student, it is not a special education service.
- Appropriate certifications for the provision of student support services include pupil personnel certifications.

Teachers are considered to be qualified to provide AIS in the area of early literacy intervention if they

- hold a valid New York State Common Branch or reading certification; and
- have had additional training in the area of early literacy.

Consultation with Classroom Teachers

To provide the maximum benefit for each student AIS instruction should be internally consistent with the student's classroom reading, English language arts, math, social studies, and science instruction and aligned with core curriculums. Specific targeted goals would be those that address specific areas of weakness. In order to achieve this, it is necessary that articulation and coordination between the AIS teacher and classroom teacher occur on a regular basis.

Consultation between the AIS teacher and the classroom/content area programs require the following:

- A quarterly meeting is required between the AIS teacher and the classroom teacher to insure that coordination between the programs will occur.
- The AIS teacher must keep summary information on each **consultation** meeting.

Parental Contact

The partnership between home and school is important to insure a student's academic success. Teachers and parents are both interested in discussing student's programs and progress. In order to foster this partnership the following will occur:

- The building principal will be responsible for written parental notification of student participation or dismissal.
- An annual parent meeting coordinated by the administration will be held to explain the program and activities.
- The AIS teachers will provide parents with quarterly reports on their child's progress. These reports will accompany the child's report card and should address specific progress made and the individual student goals and objectives established for the quarter.
- A record of additional parental contacts (including date, time, type and purpose of contact) should be noted and included in the student's AIS folder.

Record Keeping

The following records must be kept for each student. Individual AIS teachers will maintain the records and folders for each of their students.

- Academic Intervention Services Record (see Appendix)
- Academic Intervention Services Parent Contact (see Appendix)
- Samples of student work
- Progress Reports (minimally 4 times a year, see Appendix)
- Evidence of Consultation meetings (see Appendix)
- Copies of minutes from pertinent BST meetings
- Records are reviewed by the building principal

Transfer of Records

When an AIS student transfers from the PBCSD during the school year, the AIS teacher will:

- Note the date and reason on the student's Academic Intervention Services Record.
- Make a copy of the student's Academic Intervention Services Record for the AIS folder.
- Forward the original Academic Intervention Services Record to the building administration.

Removal of Students from AIS Program

At times, students qualify for reasons due to unfortunate circumstances such illness on the day of state and/or district testing. It is the district's responsibility to ensure that this student is capable of meeting the New York State learning standards. The student will receive AIS services for at least one semester. If evidence (diagnostic testing, previous years' testing, classroom grades, etc.) gathered by the AIS teacher indicate that Academic Intervention Services are not necessary, parent notification will be documented in the contact log.

What is the district's responsibility if a parent objects for having his/her child receive academic intervention services?

The district should, in a timely manner, listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. ("Guidelines for Implementing Academic Intervention Services." January 2000, James A. Kadamus.)

Academic Intervention Services Records

Academic intervention service records are generated by the AIS provider in alignment with state and federal guidelines. These records are maintained within each building and are transferred to the next building with other student records.

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PORT BYRON CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES RECORD
Grades K-4

Student: _____ ID# _____ DOB: _____
School Year: _____ Grade: _____ Areas of AIS: _____
AIS Teacher: _____

Qualifying Test:

	<input type="checkbox"/>	Date	Performance Level	Scale Score
ELA 3	<input type="checkbox"/>	_____	_____	_____
MATH 3	<input type="checkbox"/>	_____	_____	_____

	<input type="checkbox"/>	Date	RS	%ile	Stanine
IOWA/ITED	<input type="checkbox"/>	_____	_____	_____	_____
Other: _____		_____	_____	_____	_____

Student Status: Entering Continuing Exiting

If a student leaves the program during the year, please note the date and reason for leaving and forward the AIS Record to the High School Office.

Date Left:
Reason:

End of Year Test:

	<input type="checkbox"/>	Date	Performance Level	Scale Score
ELA 3	<input type="checkbox"/>	_____	_____	_____
ELA 4	<input type="checkbox"/>	_____	_____	_____
MATH 3	<input type="checkbox"/>	_____	_____	_____
MATH 4	<input type="checkbox"/>	_____	_____	_____

	<input type="checkbox"/>	Date	RS	%ile	Stanine
IOWA/ITED	<input type="checkbox"/>	_____	_____	_____	_____
Other: _____		_____	_____	_____	_____

Recommendation for next year: Continue Transition Exit

AIS Teacher Signature: _____

PORT BYRON CENTRAL SCHOOL DISTRICT

Appendix: B

ACADEMIC INTERVENTION SERVICES RECORD
Grades 4-8

Student: _____ ID# _____ DOB: _____
 School Year: _____ Grade: _____ Areas of AIS: _____
 AIS Teacher: _____

Qualifying Test:

	<input type="checkbox"/>	Date	Performance Level	Scale Score
ELA 3	<input type="checkbox"/>	_____	_____	_____
ELA 4	<input type="checkbox"/>	_____	_____	_____
ELA 5	<input type="checkbox"/>	_____	_____	_____
ELA 6	<input type="checkbox"/>	_____	_____	_____
ELA 7	<input type="checkbox"/>	_____	_____	_____
MATH 3	<input type="checkbox"/>	_____	_____	_____
MATH 4	<input type="checkbox"/>	_____	_____	_____
MATH 5	<input type="checkbox"/>	_____	_____	_____
MATH 6	<input type="checkbox"/>	_____	_____	_____
MATH 7	<input type="checkbox"/>	_____	_____	_____
SOCIAL STUDIES 5	<input type="checkbox"/>	_____	_____	_____
SCIENCE 4	<input type="checkbox"/>	_____	_____	_____

Other: _____ Date _____ RS _____ %ile _____ Stanine _____

Student Status: Entering Continuing Exiting

If a student leaves the program during the year, please note the date and reason for leaving and forward the AIS Record to the High School Office.

Date Left:
Reason: _____

End of Year Test:

	<input type="checkbox"/>	Date	Performance Level	Scale Score
ELA 3	<input type="checkbox"/>	_____	_____	_____
ELA 4	<input type="checkbox"/>	_____	_____	_____
ELA 5	<input type="checkbox"/>	_____	_____	_____
ELA 6	<input type="checkbox"/>	_____	_____	_____
ELA 7	<input type="checkbox"/>	_____	_____	_____
ELA 8	<input type="checkbox"/>	_____	_____	_____
MATH 3	<input type="checkbox"/>	_____	_____	_____
MATH 4	<input type="checkbox"/>	_____	_____	_____
MATH 5	<input type="checkbox"/>	_____	_____	_____
MATH 6	<input type="checkbox"/>	_____	_____	_____
MATH 7	<input type="checkbox"/>	_____	_____	_____
MATH 8	<input type="checkbox"/>	_____	_____	_____
SOCIAL STUDIES 8	<input type="checkbox"/>	_____	_____	_____
SCIENCE 8	<input type="checkbox"/>	_____	_____	_____

Other: _____ Date _____ RS _____ %ile _____ Stanine _____

Recommendation for next year: Continue Transitioning Exit

AIS Teacher Signature _____

Appendix: C

**PORT BYRON CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES RECORD
Grades 9-12**

Student: _____ ID# _____ DOB: _____
School Year: _____ Grade: _____ Areas of AIS: _____
AIS Teacher: _____

Qualifying Test:

		Date	Performance Level	Scale Score
ELA 8	<input type="checkbox"/>	_____	_____	_____
MATH 8	<input type="checkbox"/>	_____	_____	_____
SOCIAL STUDIES 8	<input type="checkbox"/>	_____	_____	_____
SCIENCE 8	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____

Other: _____	Date	RS	%ile	Stanine
_____	_____	_____	_____	_____

Student Status: Entering Continuing Exiting

If a student leaves the program during the year, please note the date and reason for leaving and forward the AIS Record to the High School Office.

Date Left:

Reason:

End of Year Test:

		Date	Performance Level	Scale Score
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____
REGENTS _____	<input type="checkbox"/>	_____	_____	_____

Other: _____	Date	RS	%ile	Stanine
_____	_____	_____	_____	_____

Recommendation for next year: Continue Transitioning Exit

AIS Teacher Signature _____

**PORT BYRON CENTRAL SCHOOL
AIS PARENT CONTACT REPORT**

STUDENT _____
TEACHER _____

GRADE _____
SCHOOL YEAR _____

**PORT BYRON CENTRAL SCHOOL
CONSULTATION MEETINGS**

STUDENT _____

GRADE _____

SCHOOL YEAR _____

AIS TEACHER _____

CLASSROOM TEACHER _____

Port Byron Central School District
Academic Intervention Services Progress Report

_____ ELA _____ Math _____ Science _____ Social Studies

Name: _____ Grade: _____ Quarter: _____ Year: _____

M – Student consistently meets the objective.
P – Student occasionally meets the objective and is making progress.
NI – Student experiences difficulty in attaining the objective.

Learning Objectives/Learning Outcomes **Evaluation**

* _____		
* _____		
* _____		
* _____		

Comments:

Attitude/Behavior **Good** **Satisfactory** **Needs Improvement**

Willingness to work	_____	_____	_____
Positive attitude toward learning	_____	_____	_____
Effective use of time	_____	_____	_____
Participation in class activities	_____	_____	_____
Completion of work on time	_____	_____	_____
Cooperation with others/teacher	_____	_____	_____

Comments:

Please call school anytime if you have any questions or concerns regarding your child's progress in this class.

AIS Teacher

**PORT BYRON CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES DIAGNOSIS AND INTERVENTION PLAN**

English Language Arts

Math

Science

Social Studies

Student: _____

Grade: _____

Year: _____

Qualifying Score: _____

AIS Teacher: _____

Classroom Teacher/Homeroom#: _____

Annual Goal: _____

Objectives	QRT 1	QRT 2	QRT 3	QRT 4

Progress Key	Conference Dates		Parent Contact Record				Phone Dates	
	QTR 1	QTR 2	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4
	M - Mastered S - Satisfactory Progress U - Unsatisfactory Progress N - Not Covered							

Comment: (Given When Unsatisfactory Progress Is Noted)

PORT BYRON CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PROGRESS REPORT

ELA

Student: _____ **Grade:** _____ **Homeroom** _____
Teacher: _____ **Marking Period:** _____ **Year:** _____

Strength	Continuous Progress	Weakness	Objective
			Student is able to identify main ideas while answering literal questions
			Student is able to identify main ideas while answering inferential questions
			Student is able to successfully complete graphic organizers: t-chart, Venn Diagrams, outlines, character trait boxes, etc.
			Student is able to use a graphic organizer to create an extended response that accurately addresses bullets given
			Student is able to distinguish between relevant and irrelevant information while listening to passages and taking notes
			Student is able to accurately use three details and three supporting details while using the 3-Step Formula
			Student is able to write clear, concise sentences
			Student is able to complete writing tasks in a timely manner

Teacher Comments and Concerns:

 AIS Teacher

**PORT BYRON CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PROGRESS REPORT**

MATH

Homeroom: _____

Name: _____ Grade: _____ Year: _____ Date: _____

Grades

5 week _____	25 week _____
10 week _____	30 week _____
15 week _____	35 week _____
20 week _____	40 week _____

Comments:

Attitude/Behavior	Good	Satisfactory	Needs
Improvement			
Willingness to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude toward learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation with others/teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please call school anytime at 776-5728 if you have any questions or concerns regarding your child's progress in math.

AIS Teacher

Date

<Title> <ParentFirstName> <ParentLastName>
<Address>
<CityStateZip>

Dear <Title> <ParentLastName>:

As students progress through, every effort is made to develop reading, writing, and mathematics skills so students are able to meet the challenging standards established by New York State. At times, students need additional help to strengthen some of their skills in these areas, which is the purpose of Academic Intervention Services. Programs offer students supplementary assistance in small groups within or beyond the instruction they receive in their regular classrooms.

During the ----- school year, <StuFirstName> <StuLastName> will receive Academic Intervention Services in the following area(s) by the following AIS Service Provider(s):

<Subject1> <AIS Teacher 1> <Level of Service>
<Subject 2> <AIS Teacher 2> <Level of Service>
<Subject3> <AIS Teacher 3> <Level of Service>

This identification was based on one or more of the following reasons:

- NYS Assessment results
- Standardized test results
- Teacher recommendation

Academic Intervention Service instruction is provided during the school day by the designated Academic Intervention Specialist and/or by the homeroom teacher who is considered highly qualified. Be aware at any time you may request information regarding the qualifications of the AIS teacher/s that is/are serving your student.

If you have any questions, please contact the school office at 555-5555.

Respectfully,

Principal

cc: AIS Teacher
Classroom Teacher

Date

<Title> <ParentFirstName> <ParentLastName>
<Address>
<CityStateZip>

Dear <Title> <ParentLastName>:

During the current school year, <StuFirstName> <StuLastName> has been receiving AIS instruction in the following area(s):

<Subject1>

<Subject2>

As a result of this supplementary instruction and <StuFirstName>'s hard work, <Gender> skills were strengthened to a level in which AIS ELA instruction is no longer necessary in this subject. Therefore, <StuFirstName> will not be receiving AIS ELA instruction for the remainder of the 2004-2005 school year.

If you have any questions, please contact the school office at 555-5555.

Respectfully,

Principal

January 2000

TO: District Superintendents of Schools
Superintendents of Public and Nonpublic Schools
Principals of Public and Nonpublic Schools
Guidance Counselors
Other Interested Parties

FROM: James A. Kadamus

SUBJECT: Guidelines for Implementing Academic Intervention Services

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. School districts are required to complete a description of academic intervention services by July 1, 2000 and, beginning September 1, 2000, commence these services no later than the beginning of the semester following a determination that a student needs such services.

On January 7, 2000, the Department will sponsor a statewide video workshop and regional meetings at 12 sites across the State to review requirements and draft guidelines for providing academic intervention services to students. A parallel workshop is scheduled on January 6 in New York City. Attached is a draft question-and-answer document which reflects the Department's current thinking in implementing academic intervention services. The document was developed in response to numerous suggestions received from the field of areas in which further guidance is needed. There may be additional areas requiring clarification identified during the regional meetings. Therefore, we reserve the right to make revisions to the draft and redistribute a final document by April 1, 2000.

The question-and-answer document is organized by the following topics:

- Definition of academic intervention services, as described in Section 100.1(g);
- Eligibility for academic intervention services;
- District description of academic intervention services;
- Provision of academic intervention services;
- Parental notification and involvement;
- Relationship of academic intervention services to ERSS, PCEN and Title I;
- Academic intervention services: Regulations; and
- Index of topics.

Questions relating to policy issues should be directed to the Office for Compensatory Education at (518) 473-0295; inquiries concerning technical assistance in implementing academic intervention services should be directed to the Office of New York City School Improvement at (718) 722-2636 or the Office of Regional School Improvement at (518) 474-5923.

Attachment