

**Academic Intervention Services Plan (AIS)
Madrid-Waddington Central School**

Grades **9-12**
Subject **ENGLISH LANGUAGE ARTS**

I. Procedures to Determine AIS Instructional Needs

A. Identification – Based on one or more of the following indicators.

Measure Used	Criteria to Determine AIS Need	Criteria to Discontinue AIS
1. Classroom Average	Grade 9 –12: Students who score below a 65% Classroom average at the end of previous year	Grade 9-12: Students who are performing at or above 65% on 6-week report card average
3. New York State Grade 8 English Language Arts Assessments	Students who scored at Levels 1 and 2 on NYS Grade 8 English Language Arts Assessment will be identified as needing AIS	
4. NYS Comprehensive English Regents	Students who score below a 65% will be identified to determine the course of action for AIS	Students who scored at or above a 65% on NYS Comprehensive English Language Arts Regents
5. Student Attendance	High rate of absenteeism may be related to academic difficulty.	Improvement in attendance resulting in better academic performance.
6. Teacher Recommendation	Comments and professional judgments of teachers are to be considered in overall evaluation.	Comments and professional judgments of teachers are to be considered in overall evaluation.
7. Building Administrator and AIS Coordinator Recommendation	Recommendation of Building Administrator and AIS Coordinator	Recommendation of Building Administrator and AIS Coordinator

B. Intensity of Services

	High Need	Moderate Need	Low Need
<p>1. Based on Multiple Measures</p>	<ul style="list-style-type: none"> ▪ Students are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements. ▪ <u>Grades 9-12</u> - Students who meet at least three criteria. ▪ <u>Grades 9-12</u> – Students who score below proficiency on NYS ELA Assessments. 	<ul style="list-style-type: none"> ▪ Inconsistency of maintaining expectations of grade level. Consistently lacks some specific skills that are required for satisfactory performance. ▪ <u>Grades 9-12</u> - Students who meet at least two criteria. ▪ <u>Grades 9-12</u> – Students who score below proficiency on NYS ELA Assessments. 	<ul style="list-style-type: none"> ▪ Students do well overall but lack skills needed to maintain their own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.). ▪ <u>Grades 9-12</u> - Students who meet at least one criterion. ▪ <u>Grades 9-12</u> – Students who score below proficiency on NYS ELA Assessments

	High Need-Regular School Day	Moderate Need-Regular School Day	Low Need-Regular School Day
<p>2. Instructional Support</p>	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in the regular classroom are chosen based on student skill levels and learning preferences. These strategies include: <ul style="list-style-type: none"> – Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials – Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ▪ Additional instruction done by classroom teacher during flexible time. ▪ ELA Labs (Reading/Writing) – 42 minutes x every other day. ▪ Structured Language- time based on need. ▪ Special Education Teacher- Length of time is based on IEP of students served (in classroom instruction). ▪ Teacher’s Assistants push into classroom to provide academic support as needed. 	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in the regular classroom are chosen based on student skill levels and learning preferences. These strategies include: <ul style="list-style-type: none"> – Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials – Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ▪ Additional instruction done by classroom teacher during flexible time. ▪ ELA Labs (Reading/Writing)– 42 minutes x every other day. ▪ Structured Language- time based on need. ▪ Special Education Teacher- Length of time is based on IEP of students served (in classroom instruction). ▪ Teacher’s Assistants push into classroom to provide academic support as needed. 	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in the regular classroom are chosen based on student skill levels and learning preferences. These strategies include: <ul style="list-style-type: none"> – Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials – Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing ▪ Monitored by classroom teacher

	High Need-Summer School	Moderate Need-Summer School	Low Need-Summer School
2. Instructional Support (Con't.)	Students are identified and recommended to attend a summer school program.	Students are identified and recommended to attend a summer school program.	Students are identified and recommended to attend a summer school program.
	High Need-Before/After School	Moderate Need-Before/After School	Low Need-Before/After School
	Period 10 used for extra support for students (by teacher appointment).	Period 10 used for extra support for students (by teacher appointment).	Period 10 used for extra support for students (by teacher appointment).

C. Student Support Services (i.e., counseling, peer tutoring, college tutors, Mental Health Services, etc.)

High Need	Moderate Need	Low Need
<ul style="list-style-type: none"> ▪ Guidance Services ▪ Counseling Services – as deemed appropriate based on the needs of individual students. ▪ Liberty Partnership Tutors ▪ STEP Tutors ▪ High School Tutors ▪ Migrant Tutors 	<ul style="list-style-type: none"> ▪ Guidance Services ▪ Counseling Services – as deemed appropriate based on the needs of individual students. ▪ Liberty Partnership Tutors ▪ STEP Tutors ▪ High School Tutors ▪ Migrant Tutors 	<ul style="list-style-type: none"> ▪ Guidance Services ▪ Counseling Services – as deemed appropriate based on the needs of individual students. ▪ Liberty Partnership Tutors ▪ STEP Tutors ▪ High School Tutors ▪ Migrant Tutors

D. Procedures to Exit AIS

Grades: 9-12

Subject: ELA

Measure Used	Criteria to Exit AIS
Based on Multiple Measures	<p>Students will exit AIS based on the identified multiple measures. It is determined that a student is achieving the standards if they have:</p> <ul style="list-style-type: none">▪ Achieved a Level 3 or higher (proficiency) on the content area NYS assessment <p>And/or</p> <ul style="list-style-type: none">▪ Achieved the exit criteria on two or more of the multiple measures outlined in Table A

II. Parent Involvement Requirements Under AIS

A. Notification of AIS Services

- ◆ **District Notification Letter to include:**
 - **Dates when service will start.**
 - **Reasons why student needs AIS.**
 - **subject area(s) identified**
 - **results of multiple measures**
 - **summary of services to be provided**
 - **student support services to be provided**
 - **frequency and intensity of service**
 - **expectations of students in relation to grade level performance**
 - **consequences of not achieving expected performance levels**

- ◆ **Notification of End of AIS Services**
 - **When services are to be discontinued**
 - **overview of student's progress**
 - **performance level student has attained to qualify for ending AIS (results of multiple measures)**

- ◆ **Ongoing Communication (i.e., teacher conferences, quarterly reports, phone calls, newsletters, etc.**