

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

Grades **K-5**
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. JK Spring In-House Checklist	Grade K: Students scoring 57 or below on Junior Kindergarten Checklist	
2. Kindergarten Pre-Reading Year End Assessment (Checklist)	Grade 1: Students scoring 148 or below on the assessment at the end of Kindergarten	Grade 1: Students scoring 149 or above on Kindergarten Pre-Reading Year End Assessment
3. ELP Reading Scales: Grades K - 3	Grade 1-3: Students scoring a Level 1 or below at the end of the previous year	Grades 1-3: Students scoring Level 2 or above at year-end:
4. Writing Scale: Grade 3	Grade 4: Students scoring a Level 4 or below on the Writing Scale at the end of grade 3	
5. AIMS Web Assessments: K-5	<p>Students scoring below benchmark on the following AIMS Web Assessments:</p> <p>Kindergarten scores: Winter Benchmark LNF: 27 or below LSF: 8 or below PSF: 7 or below</p> <p>Grade 1 scores: Spring Benchmark of previous year</p> <p>Grades 1-5: LNF: 36 or below LSF: 19 or below PSF: 27 or below</p> <p>Grade 2: R-CBM: 35 or below Grade 3: R-CBM: 73 or below Grade 4: R-CBM: 91 or below Grade 5: R-CBM: 104 or below</p>	<p>Students scoring above the following AIMS Web Year-End benchmarks:</p> <p>Kindergarten: LNF: 49 or above LSF: 31 or above PSF: 41 or above</p> <p>Grade 1: R-CBM: 60 or above Grade 2: R-CBM: 98 or above Grade 3: R-CBM: 119 or above Grade 4: R-CBM: 129 or above Grade 5: R-CBM: 148 or above</p>

Measure Used	Criteria to Determine AIS Need	Criteria to Discontinue AIS
6. Classroom Average	<p>Grade 1 Below S (satisfactory) on overall performance at end of Kindergarten</p> <p>Grade 2 Students with an average 84% or below in the area of English Language Arts at the end of the previous year</p> <p>Grade 3-4 Students with an average 79% or below in the area of English Language Arts at the end of the previous year</p> <p>Grade 5 Students with an average of 75% or below in the area of Reading and/or English at the end of the previous year</p>	<p>Grade 1 At or above 85% or above at end of Grade 1</p> <p>Grade 2-3 Students scoring an 80% or above in the area of English Language Arts at the end of the grade</p> <p>Grade 3 Students scoring an 80% or above in the area of English Language Arts at the end of Grade 3</p> <p>Grade 4-5 Students scoring a 76% or above in the area of Reading and/or English at the end of the grade</p>
7. Gates-McGintie: Grades 2-5	<p>Students scoring below the following benchmarks at the end of the previous year:</p> <p>Grade 2: 1.7 or below</p> <p>Grade 3: 2.7 or below</p> <p>Grade 4: 3.7 or below</p> <p>Grade 5: 4.7 or below</p>	<p>Students scoring at or above the following benchmarks at year-end:</p> <p>Grade 2: 2.8 or above</p> <p>Grade 3: 3.8 or above</p> <p>Grade 4: 4.8 or above</p> <p>Grade 5: 5.8 or above</p>
8. NYS ELA Assessment: Grades 3-5	Students who score a Level 1 or 2 will be identified for AIS	Students who score a Level 3 or above
9. Student Attendance	High rate of absenteeism may be related to academic difficulty	Improvement in attendance resulting in better academic performance
10. 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

**Grades K-5
Subject: ELA**

	High Need	Moderate Need	Low Need
1. Based on Multiple Measures	<ul style="list-style-type: none"> ▪ Students are potentially at-risk of not achieving the New York State Learning Standards and/or meeting grade level requirements ▪ Students who meet at least two criteria. The degree of discrepancy is taken into account. ▪ Students who score a Level 1 on the NYS Grades 3-5 ELA Assessment 	<ul style="list-style-type: none"> ▪ Inconsistency in maintaining expectations of grade level. Consistently lacks some specific skills that are required for satisfactory performance ▪ Students who meet at least two criteria ▪ Students who score a low Level 2 on the NYS Grades 3-5 ELA Assessment 	<ul style="list-style-type: none"> ▪ Student does well overall, but lack skills needed to monitor his/her own academic achievement. (i.e., organization skills, listening skills, test taking skills, etc.) ▪ Students who meet at least one criterion will be monitored by classroom teacher ▪ Students who score a high Level 2 on the NYS Grades 3-5 ELA Assessment

	High Need Regular School Day	Moderate Need Regular School Day	Low Need Regular School Day
2. Instructional Support	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in regular classroom are: seat student near teacher, reduce number of items expected to be worked on by student (homework and classwork), read directions aloud, present concepts in as concrete a way as possible, adapt time constraints, utilize effective teaching strategies ▪ Grade K: Push-in model, 30 minutes a day with teacher/ Title I teacher ▪ Grade K-5: ELA Labs (Reading/Writing) – ½ hour in 5/6 day cycle ▪ Grade 1-2: Structured Language- ½ hour daily, individual and/or small group ▪ Special Education Teacher- length of time is based on IEP of students served, direct and/or indirect services ▪ Speech and Language Teacher- works with targeted students on language development ▪ Teacher’s Assistants push into classroom and/or pull out to provide academic support as needed 	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in regular classroom are: seat student near teacher, reduce number of items expected to be worked on by student (homework and classwork), read directions aloud, present concepts in as concrete a way as possible, adapt time constraints, utilize effective teaching strategies ▪ Grade K: Push-in model, 30 minutes a day with teacher/ Title I teacher ▪ Grades K-5: ELA Labs (Reading/Writing) – ½ hour in 5/6 day cycle ▪ Grades 1-2: Structured Language- ½ hour daily, individual and/or small group ▪ Special Education Teacher- length of time is based on IEP of students served, direct and/or indirect services ▪ Speech and Language Teacher- works with targeted students on language development ▪ Teacher’s Assistants push into classroom and/or pull out to provide academic support as needed 	<ul style="list-style-type: none"> ▪ Academic Intervention Strategies to be used in regular classroom are: seat student near teacher, reduce number of items expected to be worked on by student (homework and classwork), read directions aloud, present concepts in as concrete a way as possible, adapt time constraints, utilize effective teaching strategies ▪ Monitoring: Additional instruction done by regular classroom teacher during flexible time

	High Need-Summer School	Moderate Need-Summer School	Low Need-Summer School
2. Instructional Support (Con't)	<ul style="list-style-type: none"> ▪ Students are identified and recommended to attend a summer school program ▪ Grades 1-4: Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks (open to all students) ▪ Structured Language Program- 1/2 hour, 4 days per week for 5 weeks for identified students 	<ul style="list-style-type: none"> ▪ Students are identified and recommended to attend a summer school program ▪ Grades 1-4: Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks (open to all students) ▪ Structured Language Program-1/2 hour, 4 days per week for 5 weeks for identified students 	<ul style="list-style-type: none"> ▪ Students are identified and recommended to attend a summer school program ▪ Grades 1-4: Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks (open to all students) ▪ Structured Language Program- 1/2 hour, 4 days per week for 5 weeks for identified students
	High Need-Before/After School	Moderate Need-Before/After School	Low Need-Before/After School

**C. Student Support Services (i.e., counseling, Reading Buddies, peer tutoring, college tutors, Mental Health Services, etc.) Grades K-5
Subject: ELA**

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. ▪ Parent Volunteers ▪ High School Tutors ▪ Reading Buddies 	<ul style="list-style-type: none"> ▪ Guidance Services ▪ Counseling Services – as deemed appropriate based on the needs of individual students. ▪ Parent Volunteers ▪ High School Tutors ▪ Reading Buddies 	<ul style="list-style-type: none"> ▪ Guidance Services ▪ Counseling Services – as deemed appropriate based on the needs of individual students. ▪ Parent Volunteers ▪ High School Tutors ▪ Reading Buddies

D. Procedures to Exit AIS

Grades: K-5
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

Grades K-5
Subject: ELA

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.)
 - Fall and Spring (November and April) teacher conferences
 - Quarterly Reports
 - Teachers will provide quarterly reports to be included with the report card
 - Individual phone calls to parents will be made on an as needed basis
 - Compensatory Education newsletter sent home monthly
 - District newsletter 3-4 times per year
 - Classroom newsletter goes home to parents on a weekly basis (K-3)
 - lists sight words
 - field trips
 - reviews skills they have worked on for the week
 - writing activities
 - upcoming classroom events, holidays, etc.
 - Saxon Phonics homework – parent/child activities to reinforce skills (K-3)