

Academic Intervention Services Plan (AIS)

Madrid-Waddington Central School

Grades K-5
Subject MATH

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. Kindergarten Math Scale	Grade 1: Students scoring below a 40 on Kindergarten Math Scale	Grade 1: Score at or above 84 on classroom average at year end
2. AIMS Web: Grades 1-5	Grades 1-5: Students scoring below benchmark	Grades 1-5: Students scoring above benchmark
3. Classroom Average	Grade 2: Below 85 on overall performance at the end of Grade 1 Grade 3 –4: Below 80 on overall performance at the end of the previous grade level (Grade 2 or 3) Grade 5: Below 75 on overall performance at the end of Grade 4	Grade 2-3: An average of 80 or above on overall performance at year end Grades 4-5: An average of 75 or above on overall performance at year end
4. Grades 1-2: Unit/End-of-Year Tests	Students scoring below 85%	Students scoring 85% or above on the end-of year assessment
5. New York State Math Assessments (Grades 3-5)	Grade 3-5: Students who scored at Levels 1 and 2 on NYS Math Assessment will be identified as needing AIS	Students who scored at or above Levels 3 on NYS Math Assessment at the end of grade level
6. Student Attendance	High rate of absenteeism may be related to academic difficulty	Improvement in attendance resulting in better academic performance
7. 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
8. Building Administration and AIS Coordinator	Recommendation of Building Administration and AIS Coordinator	Recommendation of Building Administration and AIS Coordinator

B. Intensity of Services

**Grades: K-5
Subject: Math**

	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 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 Math 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 Math Assessment 	<ul style="list-style-type: none"> ▪ Students do 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 Math 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, use of manipulatives, utilize effective teaching strategies, etc. ▪ Additional instruction done by classroom teacher during flexible time. ▪ Math Labs– Open option during 8:30-9:15 ▪ Grades 1-5: Push-in model – ½ hour per cycle ▪ Special Math services- individual and/or small group, team teaching ▪ Special Education Teacher- length of time is based on IEP of students served, direct and/or indirect services ▪ Teacher’s Assistants push into classroom and/or pull out to provide academic support as needed. ▪ Tutorial Study Hall 	<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, use of manipulatives, utilize effective teaching strategies, etc. ▪ Additional instruction done by classroom teacher during flexible time. ▪ Math Labs– Open option during 8:30-9:15 ▪ Grades 1-5: Push-in model – ½ hour per cycle ▪ Special Math services- individual and/or small group, team teaching ▪ Special Education Teacher- length of time is based on IEP of students served, direct and/or indirect services ▪ Teacher’s Assistants push into classroom and/or pull out to provide academic support as needed. ▪ Tutorial Study Hall 	<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, use of manipulatives, utilize effective teaching strategies, etc. ▪ Monitored Support in the regular classroom

	High Need-Summer School	Moderate Need-Summer School	Low Need-Summer School
2. Instructional Support (Con't.)			
	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: Math

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: Math

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: Math

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 (Grades K-5)
 - 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