

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

**Grades 4-5
Subject Social Studies**

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	Grades 4-5: Below 75 on overall performance at the end of previous grade level	Students with an average of 75 or above on overall performance at year end
2. NYS Social Studies Assessment	Students who score a Level 1 or 2 on the NYS Social Studies Assessment will be identified for AIS	
3. NYS ELA Assessment	Students who scored at Levels 1 or 2 on NYS ELA Assessment will be identified to determine whether their performance in Social Studies is attributed to difficulty in the areas of reading and writing	Students who scored at Levels 3 and 5 on the NYS ELA Assessment
4. Student Attendance	High rate of absenteeism may be related to academic difficulty	Improvement in attendance resulting in better academic performance
5. 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
6. Building Administration and AIS Coordinator	Recommendation of Building Administrator and AIS Coordinator	Recommendation of Building Administrator and AIS Coordinator

B. Intensity of Services

**Grades: 4-5
Subject: Social Studies**

	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 measure used and degree of discrepancy is taken into account. ▪ Students who score a Level 1 on the NYS Grade 4 Social Studies 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 Grade 4 Social Studies 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 the classroom teacher ▪ Students who score a high Level 2 on the NYS Grade 4 Social Studies 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 ▪ Additional instruction done by classroom teacher during flexible time ▪ Social Studies AIS supported in ELA Labs– ½ hour daily individual and/or small group ▪ 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 ▪ 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, utilize effective teaching strategies ▪ Additional instruction done by classroom teacher during flexible time ▪ Social Studies AIS supported in ELA Labs– ½ hour daily individual and/or small group ▪ 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 ▪ 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, utilize effective teaching strategies ▪ Monitoring: Additional instruction done by the 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 ▪ Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks ▪ Structured Language Program-1/2 hour, 4 days per week for 5 weeks 	<ul style="list-style-type: none"> ▪ Students are identified and recommended to attend a summer school program ▪ Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks ▪ Structured Language Program-1/2 hour, 4 days per week for 5 weeks 	<ul style="list-style-type: none"> ▪ Students are identified and recommended to attend a summer school program ▪ Reading Program at Library- 1 ¼ hours, 4 days per week for 5 weeks ▪ Structured Language Program-1/2 hour, 4 days per week for 5 weeks
	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: 4-5**
Subject: Social Studies

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: 4-5

Subject: Social Studies

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: 4-5
Subject: Social Studies

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