

Newburgh Enlarged City  
School District

# Academic Intervention Services Plan

Revised September 2017

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## **Newburgh Enlarged City School District Elementary Academic Intervention Services Plan**

The Newburgh Enlarged City School District is the largest public school district in Orange County, New York, and is classified as a High Need/Resource Capacity Urban-Suburban School District by the New York State Education Department. As a result of the school district being designated “enlarged” by the State Education Department, students reflect a wide range of the social-economic spectrum. There were 11,606 K-12 students enrolled in the school district during the 2014-2015 school year, with 72% eligible to receive free and reduced lunch. 14% of NECSD students are LEP eligible and another 14% are designated as students with disabilities. All of these factors manifest in the need for a comprehensive AIS Plan that is implemented with fidelity, which can have a dramatic effect on students who are struggling to meet Common Core Learning Standards in core subjects.

In the Newburgh Enlarged City School District, our at-risk students are entitled to an expanded platform of academic services as necessary to meet their needs. Early interventions are the best way to begin to ameliorate the effects of poverty on school performance. When students do not receive a sound basic education at the K-8 level that prepares them for a meaningful high school education, it is unlikely they will be successful. The goal of this plan is to ensure that systems are in place to provide targeted support to the students who need it most and to ensure supportive learning environments in which students gain the knowledge, skills, and dispositions necessary to master learning expectations at all levels.

Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however that such services are consistent with the student’s individualized education program (IEP). Academic Intervention Services shall also be made available to English Language Learners (ELL). For these ELL students services in the standards areas of mathematics, science, social studies, and language arts must be provided in English or the native language, depending on the specific needs of the students.

The Newburgh Enlarged City School District's Academic Intervention Services (AIS) Plan was developed to meet the requirements of the Section 100.2 (ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Common Core Learning Standards (NYSCCLS).

This AIS plan serves as a quality assurance document and stems from the knowledge that in order to help our at-risk, struggling students achieve the expectations of the Common Core Learning Standards, we must:

- Determine how and when we will assess whether or not students are meeting the expectations of the Common Core Learning Standards.
- Follow the NECSD AIS plan when a student is not meeting the expectations of the Common Core Learning Standards.
- Determine when a student has mastered the expectations of the Common Core Learning Standards and is no longer in need of Academic Intervention Services.

### **Intensity of Services**

The following list outlines the range of available services currently offered by the district. Specific services may vary by grade level and school. However, across all schools, the intensity and frequency of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district.

*Monitor/Exit AIS* - Students are matched to AIS teachers based on achievement level, as determined by the recommendation process. Teachers differentiate instruction to ensure that individual students are able to master learning standards for that course. Students will move out of level 2 into this level in order to exit AIS.

*Moderate Intensive* - Designated courses and/or labs at the secondary level will feature collaborative co-teaching AIS support in English Language Arts, Math, Science or Social Studies. These classes will have smaller student to teacher ratios than traditional courses. Teachers and AIS specialists will coordinate to create lessons that utilize small-group instruction in meaningful and beneficial ways.

*Most Intensive* - Students who demonstrate minimal growth/performance are identified and given additional small-group and/or 1:1 support. In anticipation of this level of intervention, AIS specialists work with classroom teachers to review students' critically deficient areas, develop individualized lessons, and utilize specific learning strategies in order to help students meet the expectations of the Common Core Learning Standards.

### **Delivery of Service**

Qualified staff that is appropriately certified will deliver Academic Intervention Services. Teaching assistants cannot be the primary provider of academic services. They can provide support for certified teachers who are the primary providers of AIS. AIS services will be provided at various times. Services may be offered during the school day, after the school day, and during the summer.

#### *Push-in Support Services*

Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups. Students receiving push-in services are also strongly encouraged to stay after school for help on a regular basis.

#### *Scheduled Class Support Services*

Additional class periods offer small group instruction, approximately 6 - 8 students, to reinforce concepts taught during class and to strengthen foundation skills required for success in current classroom instruction.

#### *Support Services*

Students in need of AIS may require support services, such as school guidance and counseling services to improve attendance, to coordinate services by other agencies, and to provide study skills. In addition, barriers to academic progress may include, but not be limited to the following: attendance, discipline, substance abuse, family-related issues, health related issues, nutrition-related issues, and mobility/transfer issues.

### **Monitoring Student Progress**

Monitoring student progress is an ongoing process. The building principal, with the support of the RtI Team, is responsible for monitoring the progress of all students in his/her building. The progress of students receiving AIS will be reviewed each trimester in K-5 and quarter in grades 6-12 to determine the frequency and intensity of AIS for each student who qualifies for services. Documentation of ongoing monitoring will be completed in the RTIm Direct system when applicable.

A student requiring AIS will continue to be provided with service(s) until the student's performance indicates that district standards have been attained. The guidelines for discontinuing services (listed on the exit criteria that follows) will be considered in regard to termination of services.

### **Role of the AIS Teachers**

AIS teachers employed by the Newburgh Enlarged City School District assist with diagnosis, provide remedial instruction, and resources to the classroom teacher. An equally important role is the maintenance of communication with classroom teachers relative to student progress and the literacy or math program in general. Classroom teachers are encouraged to consult with the building AIS specialists for support and guidance in developing individual student program goals.

AIS teachers provide services within the classroom setting (push-in) or pull students out for small group instruction. The needs of the students will guide the decision for how the program is implemented. When pushing into a classroom, the AIS teachers can teach cooperatively with the classroom teacher or model strategies to a whole or small group. Teachers pushing into a classroom can focus on students at risk and provide the support needed during authentic tasks. Taking students out of classrooms in small groups allows for intensive, strategic teaching, especially for students who have difficulties learning in large groups. Also, students can be grouped according to instructional level.

### **Scheduling**

At the elementary level, students in the AIS program will **not** be pulled out of the 90 minute uninterrupted literacy block or 60 minute math block as required by NYS. Scheduling of classes at the secondary level will **not** interfere with the student's core subject areas due to a primarily push in program. Qualifying students will receive a minimum of two 45 minute periods of instruction per week with a qualified AIS teacher,

#### *Recommended Group Sizes*

Group sizes will vary based on level and need of students. It is recommended to group students according to ability and needs.

K-2	2-6 (ideal is 4)
3-5	2-8 (ideal is 6)
6-8	2-8 (ideal is 6)

9-12	10-15
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### **Student Records/Profiles**

Student records will be kept by the AIS teacher on every student that is serviced. The RTIm Direct system will include the following information:

- Parent notification letter
- Assessment scores that identify services
- Diagnostic Educational Plan that outlines strengths /weaknesses and goals for the student
- Progress Reports
- Conference/meeting/contact log with parents and teachers
- Service Logs Monthly

Each AIS Specialist will keep a class list that identifies demographic information, a record of attendance for each session, and parental information that was given out throughout the year. They will also keep a folder for each student receiving services that will contain:

- 3 work samples
- parent/student compact (if returned)
- parent communication
- communication within building

### **Eligibility of Services**

The district AIS Plan includes both entrance and exit criteria set forth by state or district criteria. In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Services will commence no later than the beginning of the semester, following the determination that a student needs such services.

#### *Multiple Measures Used to Determine Eligibility*

Assessment	Grade Level
iRead	K-2
RigbyPM	K-2
Teachers College Reading Assessment	3-5
iReady ELA	K-8
iReady Math	K-8
NYS ELA	4-9
NYS Math	4-9
Classroom assessments/performance	K-12
Report Card grades	K-12

### **Procedures for Parent Notification**

The partnership between home and school is important in order to ensure student's success. Teachers and parents are both interested in discussing students' programs and progress.

#### ***Notification of Services***

To ensure effective parental involvement and to develop a partnership for improving student academic achievement, the building principal will be responsible for parental notification indicating a need for Academic Intervention Services /Title 1. This notification will be made in writing, and, when appropriate, translated into the parent's native language. It will include:

- A summary of the services to be provided to the student
- When the services will be provided
- The reason for AIS/Compensatory Education
- The consequences of not achieving expected performance levels.

#### ***Progress in Program***

Parents will have multiple opportunities to learn of a student's progress with services:

- Parents will be kept apprised of their child's progress through trimester or quarterly reports, parent conferences or consultations throughout the year, and suggestions for working with the student at home
- Opportunity to consult with the student's regular classroom teachers and other professional staff providing AIS/Title 1, at least once per semester during the regular school year
- Reports on the student's progress at least once each semester by mail, telephone, telecommunications, or other means (i.e., interims, reports cards).

#### ***Discontinuation of Services***

When a child exits out of the program based on the exit criteria as determined by the state assessment and the district, the parent will be notified in writing that the services will be ending. This notification will include the following:

- ✓ Criteria for ending services
- ✓ Current performance level of the student
- ✓ The assessment(s) that were used to determine the student's level of performance.

#### ***Parent Objection to AIS***

Student placement in AIS during the day is not a voluntary program. If a parent objects to having the student in AIS, the school building administrator along with the classroom teacher and AIS teacher should listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the

parent(s) in a timely manner to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day remains the responsibility of the district and school.

If a parent continues to object to AIS services, then they may express their refusal to the services, in writing, to the school principal. The letter must state the reason for the refusal and the understanding that due to the refusal of services, the student may not meet the expectations of the grade level standards.

### **AIS Entrance/Exit Criteria**

Students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Eligibility for AIS services will be determined using various measures based on grade level.

## **Academic Intervention Services**

### **Cut Scores or Level of Performance, signaling need for AIS** **Description and provision of intervention services K-5**

<b>Grade</b>	<b>Intensity</b>	<b>English Language Arts</b>	<b>Math</b>	<b>Range of Services Provider</b>
<b>Kindergarten</b>	Most Intensive Level 1	<u>iREADY</u> Fall – na Winter – below 362 Spring – below 395  <u>Rigby</u> Fall - below 1 Winter - below 2 Spring - below 3	<u>iREADY</u> Fall – na Winter – below 346 Spring – below 362	Small pull – out support  <b>Provider:</b> AIS specialists
	Moderate Intensity Level 2	<u>iREADY</u> Fall – na Winter –362-395 Spring –396-423  <u>Rigby</u> Fall - 1 Winter - 2 Spring - 4/3	<u>iREADY</u> Fall – na Winter – 346-373 Spring – 376-412	Small group push in or pull out Differentiated Instruction  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	<u>iREADY</u> Fall – 362-395 Winter – 396-423 Spring – 424-479  <u>Rigby</u> Fall – 2 or above Winter – 3 or above	<u>iREADY</u> Fall – 363-372 Winter – 373-411 Spring – 412-454  On grade level report card	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher

		Spring – 6 or above		
<b>Grade 1</b>	Most Intensive Level 1	<u>iREADY</u> Fall – below 347 Winter – below 433 Spring – below 458  <u>Rigby</u> Fall - below 3 Winter - below 7 Spring - below 15	<u>iREADY</u> Fall – below 401 Winter – below 402 Spring – below 412  Teacher recommendation anchored in data	Small pull – out support  <b>Provider:</b> AIS Specialists
	Moderate Intensity Level 2	<u>iREADY</u> Fall – 347-433 Winter – 433-457 Spring – 458-479  <u>Rigby</u> Fall - 3/4 Winter - 8-12 Spring - 14-16	<u>iREADY</u> Fall – 362-401 Winter – 402-412 Spring – 412-454  Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	<u>iREADY</u> Fall –434-457 Winter – 458-479 Spring – 480-536  <u>Rigby</u> Fall – 5 or above Winter – 13 or above Spring – 18 or above	<u>iREADY</u> Fall – 402-412 Winter – 413-454 Spring – 455-496  On grade level report card	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher
<b>Grade 2</b>	Most Intensive Level 1	<u>iREADY</u> Fall – below 419 Winter – below 489 Spring – below 512  <u>Rigby</u> Fall - below 15 Winter - below 17 Spring - below 21	<u>iREADY</u> Fall – below 373 Winter – below 386 Spring – below 428  Below grade level on report card	Small pull – out support  <b>Provider:</b> AIS specialists



	Moderate Intensity Level 2	<u>iREADY</u> Fall – 419-488 Winter – 489-512 Spring – 512-536  <u>Rigby</u> Fall - 15-16 Winter - 17 - 20 Spring - 21	<u>iREADY</u> Fall – 373-412 Winter – 387-427 Spring – 428-496  Below grade level on Report cards	Small group push in or pull out Differentiated Instruction  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	<u>iREADY</u> Fall – 489-512 Winter – 513-536 Spring – 537-560  <u>Rigby</u> Fall – 17 or above Winter – 20 or above Spring – 22 or above	<u>iREADY</u> Fall – 373-412 Winter – 387-427 Spring – 428-496  On grade level performance on report cards	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher
<b>Grade 3</b>	Most Intensive Level 1	<u>iREADY</u> Fall – below 434 Winter – below 474 Spring – below 489  <u>Rigby/TC Reading Assessment</u> Fall - below 21/ Level L Winter - below 23/Level M Spring - below 24/Level O	<u>iREADY</u> Fall – below 387 Winter – below 428 Spring – below 448  Below grade level on report card	Small pull – out support  <b>Provider:</b> AIS specialists
	Moderate Intensity Level 2	<u>iREADY</u> Fall – 434-510 Winter – 474-543 Spring – 489-560  <u>Rigby /TC Reading Assessment</u> Fall - 21-22/Level L Winter - 22-23/Level M Spring - 24Level O	<u>iREADY</u> Fall – 387-427 Winter – 428-463 Spring – 449 - 506  Below grade level on Report cards Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>iREADY</u> Fall – 511-544 Winter – 544-560 Spring – 561-602  <u>Rigby /TC Reading Assessment</u>	<u>iREADY</u> Fall – 428-463 Winter – 464-506 Spring – 507-516  On grade level performance on report cards	Differentiated Instruction Saturday Academy  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel

		Fall - 21-22/Level N Winter - 22-23/Level O Spring - 24/Level P		
	Exit AIS Level 4	<u>iREADY</u> Fall – above 544 Winter – above 560 Spring – above 602  <u>Rigby/ TC Reading Assessment</u> Fall - 22/Level N and above Winter - 23/ Level P and above Spring - 25/ Level Q and above	<u>iREADY</u> Fall – above 463 Winter – above 496 Spring – above 506  On grade level performance on report cards	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher
<b>Grade 4</b>	Most Intensive Level 1	<u>NYS ELA</u> Scale score 290 or below <u>iREADY</u> Fall – below 473 Winter – below 495 Spring – below 556  <u>TC Reading Assessment</u> Fall - below Level O Winter - below Level Q Spring - below Level R	<u>NYS Math</u> 284 and below  <u>iREADY</u> Fall – below 433 Winter – below 449 Spring – below 464  Below grade level on report card	Small pull – out support  <b>Provider:</b> AIS specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Fall 291-305  <u>iREADY</u> Fall – 473-556 Winter – 495-578 Spring – 556-603  <u>TC Reading Assessment</u> Fall - Level O Winter - Level Q Spring - Level R	<u>NYS Math</u> Scale score 285 - 299  <u>iREADY</u> Fall – 433-464 Winter – 449-481 Spring – 464-516  Below grade level on Report cards	Small group push in or pull out Differentiated Instruction  <b>Provider</b> AIS specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale Score 305 -319 <u>iREADY</u> Fall – 557-578 Winter – 579-602 Spring – 603-629  <u>TC Reading Assessment</u> Fall - Level Q Winter - Level R Spring - Level S	<u>NYS Math</u> Scale Score 300-313 <u>iREADY</u> Fall – 465-481 Winter – 482-516 Spring – 517-526  On grade level performance on report cards	Differentiated Instruction Saturday Academy  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel

	Exit AIS Level 4	<u>NYS ELA</u> Scale score 320 and above  <u>iREADY</u> Fall – above 578 Winter – above 602 Spring – above 629  <u>TC Reading Assessment</u> Fall -Level Q and above Winter - Level R and above Spring - Level T and above	<u>NYS Math</u> Scale score 314 and above  <u>iREADY</u> Fall – above 481 Winter – above 516 Spring – above 526  On grade level performance on report cards	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher
<b>Grade 5</b>	Most Intensive Level 1	<u>NYS ELA</u> Scale score 288 or below  <u>iREADY</u> Fall – below 474 Winter – below 542 Spring – below 581  <u>TC Reading Assessment</u> Fall - below Level R Winter - below Level T Spring - below Level U	<u>NYS Math</u> Scale score 282 and below  <u>iREADY</u> Fall – below 450 Winter – below 480 Spring – below 480  Below grade level on report card	Small pull – out support  <b>Provider:</b> AIS specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 289-304 <u>iREADY</u> Fall – 474-581 Winter – 542-608 Spring – 581-629  <u>TC Reading Assessment</u> Fall - Level R Winter - Level T Spring - Level U	<u>NYS Math</u> Scale score 283-298  <u>iREADY</u> Fall – 450-479 Winter – 480-498 Spring – 480-526  Below grade level on Report cards  Teacher recommendation anchored in data	Small group push in or pull out Differentiated Instruction  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale Score 304 – 319  <u>iREADY</u> Fall – 581-608 Winter – 609-629 Spring – 630-640  <u>TC Reading Assessment</u> Fall - Level S	<u>NYS Math</u> Scale Score 299 – 313  <u>iREADY</u> Fall – 480-497 Winter – 498-526 Spring – 527-540  On grade level performance on report cards	Differentiated Instruction Saturday Academy  <b>Provider:</b> AIS specialists, Classroom teacher, other support personnel

		Winter - Level U Spring - Level V		
	Exit AIS Level4	<u>NYS ELA</u> Scale score 320 and above  <u>iREADY</u> Fall – above 608 Winter – above 629 Spring – above 640  <u>TC Reading Assessment</u> Fall - level T and above Winter - level V and above Spring - level W and above	<u>NYS Math</u> Scale score 314 and above  <u>iREADY</u> Fall – above 498 Winter – above 526 Spring – above 540  On grade level performance on report cards	Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher

## Secondary AIS Program: Grades 6-12

### **Literacy Across the Disciplines:**

Last year's National Center for Literacy Education study, *Remodeling Literacy Learning: Make Room for What Works*, indicated that providing opportunities for collaboration between literacy teachers and content-area teachers leads to greater adherence to the literacy shifts and demands of the Common Core.



# ACADEMIC INTERVENTION SERVICES NECSD Secondary Level Support

## TIER I

- Classroom teachers differentiate instruction
- Auxiliary services (Writing Lab, Tutorials, APEX, etc)
- Extended classroom instruction

## TIER II

- Collaborative Co-teaching model
- Small group instruction

## TIER III

- 1:1 support
- Small group relocation

**Entrance/Exit Criteria**

Students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to criteria established by the district. Eligibility for AIS services will be determined using various measures based on grade level.

**Cut Scores or Level of Performance signaling need for AIS:**  
**Description and provision of intervention services: Grades 6-8**

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
Grade 6	Most Intensive Level 1	<u>NYS ELA</u> Scale score 288 or below  <u>iREADY</u> Fall –below 566 Winter – below 598 Spring – below 618  Below grade level on report card	<u>NYS Math</u> 293 and below  <u>iREADY</u> Fall – below 465 Winter – below 495 Spring – below 514  Below grade level on report card	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes  Within class staffing  <b>Provider:</b> AIS Specialists Classroom Teacher
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 289-304  <u>iREADY</u> Fall – 566-597 Winter – 598-615 Spring – 616-641  Below grade level on report cards	<u>NYS Math</u> Scale score 294-306  <u>iREADY</u> Fall – 465-494 Winter – 495-513 Spring – 514-540  Below grade level on report cards	Below grade level on report card  Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction  <b>Provider</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 304-319 <u>iREADY</u> Fall – 598-615 Winter – 616-640 Spring – 641-653  On grade level performance on report cards	<u>NYS Math</u> Scale score 307-318  <u>iREADY</u> Fall – 495-513 Winter – 514-540 Spring – 541-564  On grade level performance on report cards	On grade level on report card  Teacher Recommendation anchored in data	Differentiated Instruction Saturday Academy  <b>Provider:</b> AIS Specialists, Classroom teacher, other support personnel

	Monitor /Exit AIS Level 4	<u>NYS ELA</u> Scale score 320 and above <u>iREADY</u> Fall – above 615 Winter – above 640 Spring – above 653  On grade level performance on report cards	<u>NYS Math</u> Scale score 319 and above  <u>iREADY</u> Fall – above 513 Winter – above 540 Spring – above 564  On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher
<b>Grade 7</b>	<u>Most Intensive</u> Level 1	<u>NYS ELA</u> Scale score 282 or below <u>iREADY</u> Fall – below 586 Winter – below 609 Spring – below 632  Below grade level on Report cards	<u>NYS Math</u> Scale score 283 or below  <u>iREADY</u> Fall – below 480 Winter – below 508 Spring – below 531  Below grade level on report card	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes  Within class staffing  <b>Provider:</b> AIS Specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 283 - 301  <u>iREADY</u> Fall – 583-608 Winter –609-631 Spring – 632-653  Below grade level on Report cards	<u>NYS Math</u> Scale score 284 – 307  <u>iREADY</u> Fall – 480-507 Winter – 508-530 Spring – 531-564  Below grade level on Report cards	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction  <b>Provider</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 302-319 <u>iREADY</u> Fall – 609-631 Winter –632-653 Spring – 654-669  On grade level performance on report cards	<u>NYS Math</u> Scale score 308-317 <u>iREADY</u> Fall – 508-530 Winter – 531-564 Spring – 564-574  On grade level performance on report cards	On grade level on report card  Teacher Recommendation anchored in data	Differentiated Instruction Saturday Academy  <b>Provider:</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit Level 4	<u>NYS ELA</u> Scale score 320 and above  <u>iREADY</u> Fall – above 631 Winter –above 653 Spring – above 669  On grade level performance on report cards	<u>NYS Math</u> Scale score 318 and above  <u>iREADY</u> Fall – above 530 Winter – above 564 Spring – above 574	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher



			On grade level performance on report cards		
<b>Grade 8</b>	Most Intensive Level 1	<u>NYS ELA</u> Scale score 286 or below  <u>iREADY</u> Fall – below 594 Winter – below 620 Spring – below 642  Below grade level on Report cards	<u>NYS Math</u> 292 and below <u>iREADY</u> Fall – below 492 Winter – below 518 Spring – below 541  Below grade level on report card	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes  Within class staffing  <b>Provider:</b> AIS Specialists
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 287 – 302  <u>iREADY</u> Fall – 594-619 Winter – 620-641 Spring – 642-669  Below grade level on Report cards	<u>NYS Math</u> Scale score 293-307  <u>iREADY</u> Fall – 492-517 Winter – 518-540 Spring – 540-575  Below grade level on Report cards	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction  <b>Provider:</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 303 - 317  <u>iREADY</u> Fall – 620-641 Winter – 642-669 Spring – 670-684  On grade level performance on report cards	<u>NYS Math</u> Scale score 308 - 322 and above <u>iREADY</u> Fall – 518-540 Winter – 541-574 Spring – 575-585  On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Differentiated Instruction Saturday Academy  Provider: AIS Specialists, Classroom teacher, other support personnel
	Exit AIS Level 4	<u>NYS ELA</u> Scale score 318 and above  <u>iREADY</u> Fall – above 641 Winter – above 669 Spring – above 684  On grade level performance on report cards	<u>NYS Math</u> Scale score 322 and above  <u>iREADY</u> Fall – above 540 Winter – above 574 Spring – above 585  On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher

**Cut Scores or Level of Performance signaling need for AIS:**  
**Description and provision of intervention services: Grades 9-12**

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
<b>Grade 9</b>	Most Intensive Level 1	<u>NYS ELA</u> Scale score 283 or below	<u>NYS Math</u> 286 and below  Below grade level on report card Teacher Recommendation anchored in data	Below grade level on report card Teacher Recommendation anchored in data	Scheduled classes  Within class staffing  <b>Provider:</b> AIS Specialists Classroom Teacher
	Moderate Intensity Level 2	<u>NYS ELA</u> Scale score 284-300  Below grade level on Report cards  Teacher recommendation anchored in data	<u>NYS Math</u> Scale score 287-304  Below grade level on Report cards  Teacher recommendation anchored in data	Below grade level on report card  Teacher Recommendation anchored in data	Scheduled classes Within class staffing Differentiated Instruction  <b>Provider</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor Level 3	<u>NYS ELA</u> Scale score 301-315  On grade level performance on report cards	<u>NYS Math</u> Scale score 304-321  On grade level performance on report cards	On grade level on report card  Teacher Recommendation anchored in data	Differentiated Instruction  Provider: AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 4	<u>NYS ELA</u> Scale score 316 and above  On grade level performance on report cards	<u>NYS Math</u> Scale score 322 and above  On grade level performance on report cards	On grade level on report card Teacher Recommendation anchored in data	Within class staffing Differentiated Instruction in classroom  <b>Provider:</b> Classroom Teacher

Grade	Intensity	English Language Arts	Math	Science/ Social Studies	Range of Services Provider
<b>Grade 10</b>	Most Intensive Level 1	Classroom assessments  Below 55% in any core subject on Report cards  Teacher recommendation anchored in data			Scheduled classes Math and Writing lab Within class staffing  <b>Provider:</b> AIS Specialists
	Moderate Intensity Level 2	Classroom assessments  55 – 65% in core subjects on Report cards  Teacher recommendation anchored in data			Scheduled classes Within class staffing Differentiated Instruction Math and Writing lab  <b>Provider</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	Classroom assessments  Above 65% in core subjects on Report cards  Teacher recommendation anchored in data			Within class staffing Differentiated Instruction in classroom Math and Writing lab  <b>Provider:</b> Classroom Teacher
<b>Grades 11-12</b>	Most Intensive Level 1	Classroom assessments  Below grade level on Report cards  Teacher recommendation anchored in data			Scheduled classes Within class staffing Math and Writing lab  <b>Provider:</b> AIS Specialists
	Moderate Intensity Level 2	Classroom assessments  Below grade level on Report cards  Teacher recommendation anchored in data			Scheduled classes Within class staffing Differentiated Instruction Math and Writing lab  <b>Provider</b> AIS Specialists, Classroom teacher, other support personnel
	Monitor /Exit AIS Level 3 & 4	Classroom assessments  Below grade level on Report cards  Teacher recommendation anchored in data			Within class staffing Differentiated Instruction in classroom Math and Writing lab  <b>Provider:</b> Classroom Teacher

**Student Support Services Needed to Address Barriers to Improve Academic Performance**

Students in need of AIS may require support services, such as school guidance and counseling services to improve attendance, coordination of services by other agencies, and study skills. In addition, barriers to academic progress may include, but not be limited to the following: attendance, discipline, substance abuse, family-related issues, health related issues, nutrition-related issues, and mobility/transfer issues.

	Description of Services	Intensity Factors: Frequency / Duration / Individualization
<b>Most Intensive</b>	<ul style="list-style-type: none"><li>● Personal and/or family intervention by the school social worker and/or other support staff</li><li>● Intervention by the school psychologist</li><li>● Guidance support</li><li>● Health services</li><li>● Collaboration with / intervention by outside agencies</li></ul>	<ul style="list-style-type: none"><li>● Varies depending on student need</li><li>● Conferences and/or home visits as needed</li><li>● Individual assessment and follow-up sessions as needed</li><li>● Collaboration with outside agencies</li></ul>
<b>Moderate Intensity</b>	<ul style="list-style-type: none"><li>● Intervention by the school social worker and/or other support staff</li><li>● Family intervention by the school social worker</li><li>● Intervention by the school psychologist</li><li>● Guidance support</li><li>● Health services</li><li>● Collaboration with / intervention by outside agencies as needed</li></ul>	<ul style="list-style-type: none"><li>● Varies depending on student needs</li><li>● Conferences and/or home visits as needed</li><li>● Group sessions as needed</li><li>● Collaboration with outside agencies</li></ul>
<b>Low Intensity</b>	<ul style="list-style-type: none"><li>● Preventative / Proactive for all students</li><li>● Student Orientation and assemblies</li><li>● Positive Behavioral Intervention Systems</li><li>● Culturally / Linguistically Responsive Instruction</li></ul>	<ul style="list-style-type: none"><li>● Classroom activities / programs</li><li>● Monitoring student progress in targeted areas</li></ul>

## Appendix

### **Academic Intervention Services Program (School Name) School– Parent Compact**

#### **The Enlarged City School District of Newburgh agrees to:**

- Conduct an annual meeting for parents of students who receive AIS/Compensatory Education services to inform them of the AIS/Compensatory programs and their right to be involved
- Offer a flexible amount of meetings at various times
- Obtain individual and/or group assessment results for each child and provide the results to parents.
- Provide high quality curriculum and instruction
- Communicate with parents through, but not limited to, parent teacher conferences, progress reports, phone calls, and letters
- Provide parents with opportunities to attend workshops, classes, and other parental development activities to improve their ability to work with their child at home.

#### **Parents of students in the AIS/Compensatory Education program agree to:**

- Work with their child at home to reinforce school work and improve reading
- Share the responsibility to improve student achievement
- Communicate with the child's teacher(s) regarding his/her education needs
- Provide the school with information as to the types of workshops and/or training that is needed to better assist them in assisting in the education process.

**Please sign and return the bottom portion of this form to your child's AIS teacher.**

The school staff and parents agree to work together to fulfill the common goal of providing for the appropriate, successful education of its children,

Student's Name: \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Parent/ Guardian \_\_\_\_\_ Phone \_\_\_\_\_ Date \_\_\_\_\_

AIS Teacher \_\_\_\_\_

Programa de servicios de intervención académica  
Escuela– Comité de Padres

El distrito escolar extendido de la ciudad de Newburgh está de acuerdo con:

- Conducir una reunión anual para los padres de estudiantes que reciben servicios de los programas de intervención académica (AIS)/compensadora para informarles sobre estos programas y sus derechos para estar involucrados
- Ofrecer varias reuniones en diferentes ocasiones
- Involucrar a los padres en el desarrollo de los programas de intervención académica (AIS)/educación compensadora y la póliza del involucramiento de padres
- Obtener resultados de evaluaciones individuales y/o en grupo para cada estudiante y proveerles esos resultados a los padres
- Proveer currículo e instrucción de alta calidad
- Comunicarnos con los padres durante, pero no limitado a, conferencias de padres y maestros, reportes de progreso, llamadas, y cartas
- Proveerles a los padres con oportunidades para asistir a talleres, clases, y otras actividades para el desarrollo de los padres para mejorar su habilidad en trabajar con sus hijos en la casa.

Los padres de los programas de intervención académica/educación compensadora están de acuerdo con:

- Estar involucrados en desarrollar, implementar, evaluar, y revisar el compacto escolar de padres y la póliza de involucramiento de padres
- Trabajar con su hijo(a) en la casa para reforzar el trabajo escolar y mejorar la lectura
- Compartir la responsabilidad para mejorar el logro del estudiante
- Comunicarse con el/la maestro(a) del estudiante con respecto a sus necesidades académicas
- Proveer a la escuela con información sobre los talleres y/o entrenamientos necesarios para mejor asistirles en el proceso académico

**Favor de firmar y regresar la parte de abajo de esta forma al maestro(a) de AIS de su hijo(a).**

El personal escolar y los padres están de acuerdo con trabajar juntos para cumplir con las metas comunes para proveer la educación apropiada y exitosa para sus niños.

Nombre del estudiante: \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_

Padre/ Guardián \_\_\_\_\_ Teléfono \_\_\_\_\_ Fecha \_\_\_\_\_

Maestro(a) de AIS \_\_\_\_\_

**Gardnertown Fundamental Magnet School**  
**6 Plattekill Turnpike**  
**Newburgh, NY 12550**  
**(845) 568-6400**

*Academic Intervention Services Notification of Services*

# SAMPLE

(All letters available in Spanish)

Mr & Mrs John Doe  
123School Road  
Newburgh, NY 12550

Re: Sam Doe

Dear Mr. & Mrs. Doe

Academic Interventions Services (AIS) are offered to all students who perform at Levels 1 or 2 on State Exams in English/Language Arts and Mathematics. You may wish to review the results that we previously mailed to you.

The district offers a variety of academic and support services to meet the instructional needs of our students. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the New York State Learning Standards and graduation requirements.

We carefully review the educational programs of each student who scores Level 1 or 2 on the State Assessments. Enclosed with this letter is a Summary of Academic Intervention Services, which is customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's services.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,

*Lillian Torres*

Lillian Torres  
Gardnertown Fundamental Magnet School Principal

**Gardnertown Fundamental Magnet School  
6 Plattekill Turnpike  
Newburgh, NY 12550  
(845) 568-6400**

**Academic Intervention Services Progress Report**

# SAMPLE

Mr & Mrs John Doe  
123School Road  
Newburgh, NY 12550

Re: Sam Doe

Dear Mr. & Mrs. Doe

As a result of previous assessments, your child was identified to be at risk and has been receiving Academic Intervention Services.

Enclosed is a report which indicates your child's progress. Please utilize this report along with other reports from your child's educational program(s) to help you evaluate your child's overall achievement in relation to classmates and education curriculum.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

*Lillian Torres*

Lillian Torres  
Gardnertown Fundamental Magnet School Principal



**Gardnertown Fundamental Magnet School**  
**6 Plattekill Turnpike**  
**Newburgh, NY 12550**  
**(845) 568-6400**

**Academic Intervention Services Progress Report**

**School Year - 2016-2017**

**SAMPLE**

2. Intervention Services: ELA Instruction		RTI Level: Tier 2	Status: Active
<b>Progress Report Name:</b> Trimester 3		<b>Date:</b> 06/23/2017	<b>Provider:</b> Deloe, Jessica
<b>Progress Notes:</b> The student demonstrates improved reading comprehension. The student needs to show improvement in spelling.			
<b>Category:</b> Reading Comprehension			<b>Score:</b> gaining independence
<b>Category:</b> Writing	<b>Sub-Category:</b> Spelling		<b>Score:</b> needs to improve
<b>Progress Report Name:</b> Trimester 2		<b>Date:</b> 03/17/2017	<b>Provider:</b> Deloe, Jessica
<b>Progress Notes:</b> The student participates in group discussions and maintains a positive attitude. The student needs to improve in the areas of reading comprehension and writing.			
<b>Category:</b> Reading Comprehension			<b>Score:</b> needs to improve
<b>Category:</b> Writing			<b>Score:</b> needs to improve
<b>Progress Report Name:</b> Trimester 1		<b>Date:</b> 11/28/2016	<b>Provider:</b> Deloe, Jessica

<b>Progress Notes:</b> The student maintains a positive attitude. The student needs to show improvement in the area of reading comprehension.			
<b>Category:</b> Reading Comprehension	<b>Sub-Category:</b> Makes Inferences		<b>Score:</b> a. needs to improve
<b>Category:</b> Writing	<b>Sub-Category:</b> Spelling		<b>Score:</b> a. needs to improve