

THE WATERVLIET CITY SCHOOL DISTRICT

2008-2011 ACADEMIC INTERVENTION SERVICES PLAN

**Submitted by
The District-wide AIS Committee
May 31, 2006**

BOE: Approved 6-06

**Re-submitted June 5, 2008
BOE Approval: June 17, 2008**

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I. DISTRICT-WIDE ACADEMIC INTERVENTION SERVICES (AIS) COMMITTEE

Academic Intervention Services (AIS) are additional instructional and/or student services that supplement the instruction provided in the general education program and assist students in meeting the New York State Learning Standards. The Watervliet City School District AIS committee has developed a plan, to be adopted by the Board of Education, in June 2006, outlining the support of Academic Intervention Services as defined by Part 100 of the Commissioner's Regulation. The Watervliet City School District-wide AIS Committee currently consists of the following members:

- Kirsten DeMento, Director of Curriculum and Instruction
- Terri O'Brien, Watervliet Elementary School Principal
- Allison Reynolds, WES Speech Therapist
- Michele Deguire, WES Teacher
- Kristen Frank, WES Special Education Teacher
- Lara Horton, Coordinator of Reading First
- Lori Caplan, Watervliet Junior-Senior High School Principal
- Kelly Creaser, Junior High School Counselor
- Lori Genito, Senior High School Counselor
- Monica Poznanski, Senior High School Counselor
- Victoria Eddy-Helenek, WHS Teacher
- Angela Aubrey, WHS Teacher
- Karen Sciolino, WHS Teacher
- Richard Fisher, WHS Teacher
- Camelia Sofrone, WHS Teacher

II. PROCESS USED TO DETERMINE AIS NEEDS – CRITERIA FOR ELIGIBILITY

Students eligible for AIS are:

1. those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in ELA, math, social studies, and science *or*
2. are recommended because they are at risk of not meeting the Standards on the NY State Assessment.

The District will also use the following measures to assess student achievement in determining the need for AIS:

- ◆ DIBELS
- ◆ Terra Novas (grades 1-3)
- ◆ Speech assessment
- ◆ Peabody Picture Vocabulary Test (K)
- ◆ Grade 3-8 State Assessments
- ◆ Review of Regents Examination scores grades 9-12
- ◆ Review of Classroom Performance (report card grades, class work, homework, student performances/demonstrations)
- ◆ Recommendations from Administrators, School Counselors, Teachers, Parents and Students.
- ◆ Review of Locally Developed Assessments
- ◆ Recommendations by WES Instructional Support Team and WHS Student Teacher Assistance Team (STAT)
- ◆ Student Attendance

For grades in which no state assessments* are given, students will be eligible for AIS if they are determined to be at risk of not meeting State Standards. This will be assessed by the school counselors at the junior senior high school, and by individual teachers at the elementary level.

The elementary school “Academic Intervention Services (AIS) Form” will be used to determine if individual students are eligible for AIS services. This form is completed by teachers at the beginning of each school year (or when a student arrives) and submitted to the main office. At the end of each quarter, teachers will complete a “Students At Risk” form for their class and submit it to the main office. Both the Instructional Support Team and the “Students At Risk” Committee will use that information at monthly meetings to evaluate the progress of existing AIS students and to identify additional students in need of AIS.

(*Note: this includes any student who is absent for all or part of a State assessment or when a student transfers from a school outside of New York State.)

III. COMPONENTS OF AIS

AIS Services are designed to help students achieve the Learning Standards in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 4-12. AIS services include two components:

- ◆ Additional instruction that supplements the general curriculum (regular classroom instruction) and/or
- ◆ Student support services needed to address barriers to improve academic performance such as discipline problems, attendance problems, health issues, family issues, mobility issues, etc.

The intensity of such services may vary, but are designed to respond to student needs as indicated through State Assessment results and/or the district-adopted procedures that are consistent throughout the district at each grade level.

Duration of AIS could vary according to student need. This could mean the number of times a week a student receives a service (i.e. once a week, twice a week, three times a week or daily). It may also mean the degree of instruction (i.e. large group (10-15 students), small group (5-8 students), mini group (2-4 students) or one-on-one services).

Qualified, appropriately certified staff will deliver AIS services to the students. Teacher Assistants may also be used to assist in the delivery of AIS services under the direction of the certified teacher.

IV. ACADEMIC AND SUPPORT SERVICES PROVIDED BY THE DISTRICT

The Watervliet City School District will provide AIS to all students who are eligible, including those with disabilities and/or English Language Learner (ELL) students who do not achieve the designated State Performance Standards or District Approved Benchmarks. Decisions related to the frequency and intensity of services will be based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work in collaboration in making appropriate educational decisions for all students.

The district offers a variety of services at various times in order to be flexible in meeting the needs of the students.

The following academic and support services are offered during the school day:

- ◆ District-wide Attendance Officer (K-12)
- ◆ District-wide Attendance Tracking System (K-12)
- ◆ Remedial Reading Teachers/Specialists (K-12)
- ◆ Remedial Math Teachers (1-6)
- ◆ Occupational Therapists, Physical Therapists and Speech Therapists (K-12)
- ◆ Visual Itinerant Teacher (K-12)
- ◆ Student Assistance and School Counselors (K-12)
- ◆ School Nurses (K-12)
- ◆ ELL Teachers (K-12)
- ◆ Co-teaching/Cluster Classrooms (K-6)

- ◆ Alternate Education Programs (7-12)
- ◆ Extended Courses (i.e. math/science over two years at the high school level)
- ◆ English Language Arts/Reading AIS (7-12)
- ◆ Mathematics AIS (7-12)
- ◆ Global Studies AIS (7-12)
- ◆ United States History AIS (7-12)
- ◆ Living Environment AIS (7-12)
- ◆ Earth Science AIS (9-12)
- ◆ Physical Science AIS (7-12)

Beyond the school day, the district offers the following academic and support services:

- ◆ A Full Range of AIS Classes After School Hours at the Watervliet Elementary School Including:
 - Primary Mathematics
 - Primary English Language Arts/Reading
 - Intermediate Mathematics
 - Intermediate English Language Arts/Reading
 - Homework Support
 - Speech Support
- ◆ A Full Range of AIS Classes After School Hours at the Watervliet Junior-Senior High School Including:
 - English Language Arts
 - Mathematics
 - Global Studies
 - United States History and Government
 - Living Environment
 - Earth Science
 - Chemistry
 - Physics

Additional Programs include:

- ◆ EVEN Start – A Family Literacy Program Supporting Families and Students from Birth to Age 8.
- ◆ “Do the Good Thing” – An Incentive Program to Support Improvements in Student Achievement, Attendance & Behavior (7-12)
- ◆ Character Education Programs (K-12)
- ◆ “Gear-Up” Tutoring Program (Contingent upon funding)
- ◆ Academic Probation (Study tables)
- ◆ A Comprehensive, State Approved, Summer School Program for Students in Kindergarten through Grade 12 (Credit-bearing courses are offered in all core areas 9-12)
- ◆ Project Strive

V. CRITERIA FOR BEGINNING, CONTINUING, AND ENDING SERVICES

A. Beginning – See Section II: Criteria Used to Determine AIS Need/Eligibility

B. Continuing –

At the junior/senior high school:

Student progress will be continually monitored by each student's school counselor using the district adopted "Academic Intervention Services Record." School counselors will report on a quarterly basis to the building principal. These reports will document the progress of all students receiving AIS. State assessment data as well as multiple measures used to determine student's progress will be included. Report cards and interims, communication with parents in the agenda books, weekly homework checklists (optional) and parent/student meetings will also be used to communicate with parents.

At the elementary school:

Student progress will be continually monitored by each student's AIS teacher. Agenda books are used to communicate to parents as needed. AIS reports will be sent home each quarter.

C. Ending – Academic Intervention Services will end when the student has successfully achieved proficiency on a State assessment in the area of need or attained the district standards according to State and/or district criteria. Each discipline will develop and execute exit assessments approved by the Director of Curriculum and the Principal for each grade level.

VI. PLAN FOR PARENTAL CONTACT AND INVOLVEMENT

The building principal will be responsible for parental notification indicating a need for Academic Intervention Services. The school counselors will provide the principal with a list of students who qualify for AIS services as well as the documentation (parent letter). This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated (see sample letter in section XIII).

Parents will also be kept apprised of their child's progress through quarterly reports, requested parent conferences, or consultations each quarter. The teacher providing AIS services to the student will be responsible for reporting students' progress. This progress will be documented and maintained in the student's cumulative folder at the elementary school and on the interim and quarterly report cards at the junior/senior high school. The school counselors will notify the principal in writing as well as the parents (see Parent Letter) when AIS is discontinued. The letter will indicate the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

VII. PROVISION FOR MANAGEMENT AND COORDINATION OF SERVICES

The “Criteria for Assessing Academic Intervention Services Levels of Need” is used as a guide in considering AIS need levels. The AIS need levels have been broken down into three categories: low, moderate, and intense. We have highlighted some of the main criteria for each category. Monitoring student progress is ongoing.

NEEDS LEVEL:	LOW	MODERATE	INTENSE
ELIGIBILITY	INCONSISTENT ACHIEVEMENT; NEEDS ASSISTANCE TO SUPPORT ACADEMIC ACHIEVEMENT/ ABSENTEEISM/LOW MOTIVATION	AT RISK OF NOT MEETING THE STANDARDS ON NYS EXAM(S) OR ACADEMIC REQUIREMENTS	HAS NOT MET STANDARDS ON NYS EXAM(S) OR ACADEMIC REQUIREMENTS
INTENSITY	MONITOR	1-2X WEEK	3X A WEEK - DAILY
EXAMPLES OF POTENTIAL SERVICE(S)	<ul style="list-style-type: none"> ▪ STRETCH COURSES (9-12 GRADES) ▪ COUNSELING ▪ STUDY SKILLS ▪ HOMEWORK SUPPORT 	<ul style="list-style-type: none"> ▪ REDUCED CLASS SIZE ▪ LARGE GROUP INSTRUCTION ▪ AIS CLASS ▪ COUNSELING ▪ STUDY SKILLS 	<ul style="list-style-type: none"> ▪ SMALL GROUP ▪ MINI GROUP ▪ ONE ON ONE ▪ AIS CLASS ▪ COUNSELING ▪ STUDY SKILLS ▪ CLUSTERS

The Guidance Departments in each school will be responsible for the management of AIS student data. This data will be tracked using the district adopted “Academic Intervention Services Record” (See appendix A) and a copy will be forwarded to the building principals each quarter. This information will be examined by the AIS committee each year to improve upon the delivery of services and data management.

The annual review of each student in grades 7-12 is required to be performed by the student’s assigned school counselor. During this review, counselors will review the students’ progress with the student and discuss the need for AIS.

Academic Intervention Services may start any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

VIII. SAMPLE LETTERS AND FORMS

Parental Notification of Beginning Services

September 9, 2006

Dear Parent/Guardian,

The New York State Education Department has mandated Academic Intervention Services to those students at risk of not meeting the New York State Learning Standards. Based upon your child's progress in _____ as evidenced by _____, your child has been identified as a student in need of Academic Intervention Services in the area of _____.

Please be advised that your child must meet the established New York State Learning Standards in English Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Service is being recommended at this time to better prepare your child to meet these standards.

The services, which will be offered to _____, include:

[list services, frequency, times, locations and provider's name]

Your child's progress will continually be monitored to determine both the intensity of services and the need to continue or terminate services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,

Principal

Parental Notification of Termination of Services

September 9, 2006

Dear Parent/Guardian:

I am pleased to advise you that your child will no longer receive Academic Intervention Services, effective _____, in the area of _____.

This determination is based on your child's successful progress as assessed by the following:

_____ NYS Assessment - Level/Score _____

_____ Standardized Testing - Level/Score _____

_____ Pupil Reports/Grades - Level/Score _____

_____ Student Classroom Performance _____

_____ Services Review _____

We encourage your continued involvement in your child's program of study.

Sincerely,

Principal

Watervliet City Schools Conference Form

STUDENT NAME: _____ DATE: _____

PARTICIPANTS: _____

INITIATED BY: ADMINISTRATION GUIDANCE PARENT TEACHER STUDENT

SCHOOL CONCERNS:

PARENT CONCERNS:

SCHOOL ISSUES:

- | | | |
|--|--|--|
| <input type="checkbox"/> PARTICIPATING IN CLASS | <input type="checkbox"/> INTEREST IN SUBJECT | <input type="checkbox"/> CLASS ATTENDANCE |
| <input type="checkbox"/> CLASSROOM BEHAVIOR | <input type="checkbox"/> QUIZ/TEST PERFORMANCE | <input type="checkbox"/> COMING TO CLASS ON TIME |
| <input type="checkbox"/> TAKING ADVANTAGE OF AIS | <input type="checkbox"/> MAKING GOOD USE OF CLASS TIME | <input type="checkbox"/> PREPARED FOR CLASS WITH BOOKS, ETC. |
| <input type="checkbox"/> HALL BEHAVIOR | <input type="checkbox"/> PAYING ATTENTION IN CLASS | <input type="checkbox"/> SEEKING HELP WHEN NEEDED |
| <input type="checkbox"/> FOLLOWING DIRECTIONS | <input type="checkbox"/> SKILLS DEVELOPMENT | <input type="checkbox"/> OTHER: _____ |

HOME ISSUES:

- | | | |
|--|--|--|
| <input type="checkbox"/> HOMEWORK PREPARATION | <input type="checkbox"/> RETURNING SIGNED COMMUNICATIONS | <input type="checkbox"/> POOR WORK QUALITY |
| <input type="checkbox"/> HOMEWORK BEING DONE ON TIME | <input type="checkbox"/> PREPARING DAILY ASSIGNMENTS | <input type="checkbox"/> OTHER: _____ |
| <input type="checkbox"/> SETTING PRIORITIES | <input type="checkbox"/> PLANNING LONG-RANGE ASSIGNMENTS | |

STRATEGIES:

- | | |
|--|--|
| <input type="checkbox"/> USE ASSIGNMENT NOTEBOOK DAILY | <input type="checkbox"/> HAVE ASSIGNMENT NOTEBOOK SIGNED AND RETURNED |
| <input type="checkbox"/> ORGANIZE FOLDER/NOTEBOOKS EACH WEEK | <input type="checkbox"/> HOLD A TEAM/TEACHER CONFERENCE WITH THE STUDENT |
| <input type="checkbox"/> CALL COUNSELING OFFICE IN _____ WEEKS | <input type="checkbox"/> SPEND _____ HOURS QUIETLY EACH NIGHT DOING HOMEWORK |
| <input type="checkbox"/> SEE TEACHER(S) AFTER SCHOOL | <input type="checkbox"/> CALL HOMEWORK PARTNER WHEN SICK |
| <input type="checkbox"/> TAKE ADVANTAGE OF AFTER SCHOOL HELP/AIS | <input type="checkbox"/> USE A CALENDAR TO PLAN LONG RANGE ASSIGNMENTS |
| <input type="checkbox"/> HOME CONSEQUENCES | <input type="checkbox"/> SET UP A QUIET STUDY AREA |
| <input type="checkbox"/> OTHER: _____ | <input type="checkbox"/> HOMEWORK ROUTINE SHOULD INCLUDE: _____ |

NOTES: _____

ACADEMIC INTERVENTION SERVICES (AIS)

Recommendation Form

Teacher's Name _____ School _____ Grade _____ Date _____

- ❖ List below the students in your class who need AIS according to "Criteria for Assessing..." material.
- ❖ Indicate the "need level" of each student.
- ❖ Indicate the criteria by which you assessed need level.
- ❖ Check off all services student is presently receiving.

Student Name	DOB	AIS Need Level	Criteria Used	Services Presently Receiving
Notes:		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	_____ Terra Nova Score _____ Report Card _____ Retention not improving _____ High absenteeism/tardiness _____ Other _____	<input type="checkbox"/> RR <input type="checkbox"/> RM <input type="checkbox"/> Resource <input type="checkbox"/> HW Club Counseling: <input type="checkbox"/> In-School <input type="checkbox"/> Outside <input type="checkbox"/> CSE Classification Label _____ Other _____

Student Name	DOB	AIS Need Level	Criteria Used	Services Presently Receiving
Notes:		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	_____ Terra Nova Score _____ Report Card _____ Retention not improving _____ High absenteeism/tardiness _____ Other _____	<input type="checkbox"/> RR <input type="checkbox"/> RM <input type="checkbox"/> Resource <input type="checkbox"/> HW Club Counseling: <input type="checkbox"/> In-School <input type="checkbox"/> Outside <input type="checkbox"/> CSE Classification Label _____ Other _____

Student Name	DOB	AIS Need Level	Criteria Used	Services Presently Receiving
Notes:		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	_____ Terra Nova Score _____ Report Card _____ Retention not improving _____ High absenteeism/tardiness _____ Other _____	<input type="checkbox"/> RR <input type="checkbox"/> RM <input type="checkbox"/> Resource <input type="checkbox"/> HW Club Counseling: <input type="checkbox"/> In-School <input type="checkbox"/> Outside <input type="checkbox"/> CSE Classification Label _____ Other _____

Watervliet City School District
 Watervliet Elementary School
 ELA/Math AIS Services

Grade Level	All Students	Low Intensity AIS	Medium Intensity AIS	High Intensity AIS
	<i>*DIBELS</i>	<i>Green (Low)</i>	<i>Yellow</i>	<i>Red</i>
	<i>*NYS ELA/Terra Nova</i>	Low 3	High 2	Low 2 & 1
K-3 ELA	60 minutes direct reading instruction	<ul style="list-style-type: none"> • 30 minutes small group (mostly indep. centers) • Counseling • Homework Club 	<ul style="list-style-type: none"> • 30 minutes small group (teacher led min. 2x/week) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club 	<ul style="list-style-type: none"> • 30 minutes small group (teacher¹ led min. 4x/week) <li style="text-align: center;">+ • Intervention (pull out service by reading specialist based on grade level need at the discretion of the specialist) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club
4-6 ELA	30 minutes direct reading instruction	<ul style="list-style-type: none"> • 30 minutes small group (mostly indep. centers) • Counseling • Homework Club 	<ul style="list-style-type: none"> • 30 minutes small group (teacher led min. 2x/week) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club 	<ul style="list-style-type: none"> • 30 minutes small group (teacher¹ led min. 4x/week) <li style="text-align: center;">+ • Intervention (pull out service by reading specialist) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club

¹ Teacher = classroom teacher, teaching assistant, special education teacher, reading specialist

*The testing criteria listed is a guide—other criteria including grades, teacher recommendations, etc. will factor in to which students are at each AIS level.

Watervliet City School District
 Watervliet Elementary School
 ELA/Math AIS Services

Grade Level	All Students	Low Intensity AIS	Medium Intensity AIS	High Intensity AIS
	*NYS Math	<i>Low 3</i>	<i>High 2</i>	<i>Low 2 & 1</i>
	<i>*Terra Nova</i>	<i>30-40 percentile</i>	<i>23-30 percentile</i>	<i>Below 23 percentile</i>
K-2 Math	40 minutes direct math instruction	<ul style="list-style-type: none"> • 20 minutes small group (mostly indep. centers) • Counseling • Homework Club 	<ul style="list-style-type: none"> • 20 minutes small group (teacher led min. 2x/week) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club 	<ul style="list-style-type: none"> • 20 minutes small group (teacher¹ led min. 3x/week) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club
3-6 Math	30 minutes direct math instruction	<ul style="list-style-type: none"> • 20 minutes small group (mostly indep. centers) • Counseling • Homework Club 	<ul style="list-style-type: none"> • 20 minutes small group (teacher led min. 2x/week) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club 	<ul style="list-style-type: none"> • 20 minutes small group (teacher¹ led min. 3x/week) <li style="text-align: center;">+ • Intervention (pull out service by math specialist) <li style="text-align: center;">+ • After-school AIS • Counseling • Homework Club

¹ Teacher = classroom teacher, teaching assistant, special education teacher, reading specialist

*The testing criteria listed is a guide—other criteria including grades, teacher recommendations, etc. will factor in to which students are at each AIS level.