

## ISLAND TREES SCHOOL DISTRICT ACADEMIC INTERVENTION PLAN

The district has the following supportive mechanisms in place to assist children in meeting NYS standards in the targeted subjects. In grades K-8, these programs can be “push-in” or “pull-out” in nature – or both.

- K-12 - Supportive reading and language arts
- K-12 - Supportive mathematics
  - 8 - Additional semesters of English, math
- 7-12 - Extended time in various courses in English, math, social studies, and science
- K-12 - Psychological and counseling services
- 9-12 - Social work services
- K-12 - Attendance services
- K-12 - Health services
- K-12 - ESL/ELL services (formerly Limited English Proficient)
- K-12 - Special Education services
- 7-12 - Co-teaching in English, math, science, and social studies

Please see the accompanying chart to review the services available by year in each school.

### Monitoring, Evaluation & Biennial Review

Monitoring student progress is an on-going process. Each building principal is responsible for the supervision of this process to ensure that students who do not make adequate progress each year are scheduled for academic intervention in a timely and sufficient manner. If it is determined that a student needs AIS, the building principal will send a letter home to notify the parents. The child study team, which may be identified differently in each building, may be utilized to assist the principal in the determination of appropriate services. This team will meet regularly to monitor the progress of students who were designated Level 1 or 2 on the last NYS assessment in each subject area. It will make recommendations for the initiation, frequency, intensity, and termination of service. Such plans are subject to approval and implementation by the building principal. All students who scored a Level 1 or 2 and received a scale score below 650 will be provided with AIS services during the school day. Those students scoring a Level 2 and receiving a scale score above 650 will be monitored and offered AIS services before and after school.

This team will meet at least annually to monitor the progress of students who were designated as level 2 on the latest NYS assessment in each subject area. Recommendations appropriate to such students' progress shall be made and reviewed by the principal.

The district plan for intervention services shall be reviewed every two years.

**ACADEMIC INTERVENTION PLAN SUMMARY**  
**School year 2010-11**

Once initiated, A.I.S. will continue from grade-to-grade until exit criteria are met and confirmed.

| <b>Grade Level</b>          | <b>Assessment Instruments</b>   | <b>AIS Indicators</b>  | <b>Types of A.I.S. Services Available</b>   | <b>Exit Criteria (Team Must Confirm)</b>   |
|-----------------------------|---|--|---|--|
| <b>Kindergarten</b>         | Classroom teacher assessment<br>Service Provider Assessment<br>DIAL-3<br>TerraNova-Math, ELA<br>DIBELS<br>NYSESLAT<br>*Stanford Diagnostic Test(Reading, Math)  | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance "potential delay"<br>Below average<br>"below benchmark"<br>"below proficiency"<br>35 <sup>th</sup> percentile or below                                      | Supportive Reading<br>Supportive Math<br>Counseling<br>Health Evaluation<br>Small group class instruction | Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments)<br>DIBELS<br>Stanford Diagnostic Test<br>NYSESLAT   |
| *Optional in Kindergarten   |   |  |   |  |
| <b>1<sup>st</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment using uniform assessment of readiness skills<br>Service Provider Assessment<br>DIBELS<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math)        | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>"below benchmark"<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below                                 | Supportive Reading<br>Supportive Math<br>Counseling<br>Health Evaluation<br>Small group class instruction | Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments)<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>DIBELS<br>Stanford Diagnostic Test<br>NYSESLAT |
| <b>2<sup>nd</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment<br>Service Provider assessment<br>TerraNova:<br>1. In View: Cognitive Ability Test<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math)<br>DIBELS | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>I.Q. test (group administered)<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below<br>Below benchmark | Supportive Reading<br>Supportive Math<br>Counseling<br>Health Evaluation                                  | Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments)<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>NYSESLAT                                       |

| <b>Grade Level</b>          | <b>Assessment Instruments</b>   | <b>AIS Indicators</b>  | <b>Types of A.I.S. Services Available</b>  | <b>Exit Criteria (Team Must Confirm)</b>  |
|-----------------------------|---|--|--|---|
| <b>3<sup>rd</sup>Grade</b>  | New entrant screening<br>Classroom teacher assessment<br>Service Provider assessment<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math)<br>DIBELS, MAZE   | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below<br>Below benchmark   | Supportive Reading<br>Supportive Math<br>Psychologist Evaluation<br>Counseling<br>Health Evaluation<br>Before School support                     | Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments)<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>NYSESLAT  |
| <b>4<sup>th</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment<br>Service Provider assessment<br>NYS Grade 3 tests: ELA, Math<br>Practice Assessment: ELA, Math, Science<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math)<br>DIBELS, MAZE                    | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below<br>Below benchmark  | Supportive Reading<br>Supportive Math<br>Before School Support<br>Psychologist evaluation<br>Counseling<br>Health Evaluation                     | Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments)<br>NYSESLAT<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>Grade 4 NYS ELA performance Level 3 or above<br>Grade 4 NYS Math performance Level 3 or above |
| <b>5<sup>th</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment<br>Service Provider assessment<br>NYS Grade 4 tests: ELA, Math, Science,<br>Practice Assessment: ELA, Math,<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math)<br>DIBELS, MAZE                  | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below<br>Below benchmark  | Supportive Reading<br>Supportive Math<br>Before/After School Support<br>Extra-help<br>Psychologist evaluation<br>Counseling<br>Health Evaluation | Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid terms, finals)<br>NYS Math Test performance Level 3 or above<br>NYS ELA Test performance Level 3 or above<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>NYSESLAT                |
| <b>6<sup>th</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment<br>Service Provider assessment<br>NYS Grade 5 tests: ELA, Math<br>Cognitive Ability Test<br>Practice Assessment: ELA, Math<br>NYSESLAT<br>*Gates McGinitie Reading Assessment<br>*Stanford Diagnostic Reading Test(Reading, Math)<br>DIBELS, MAZE | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br>"below proficiency"<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below<br>Below trajectory | Supportive Reading<br>Supportive Math<br>Before/After School Support<br>Extra-help<br>Psychologist evaluation<br>Counseling<br>Health Evaluation | Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid terms, finals)<br>NYS Math Test performance Level 3 or above<br>NYS ELA Test performance Level 3 or above<br>Reading Achievement 36 <sup>th</sup> percentile or above<br>NYSESLAT                |

|                                | <b>Assessment Instruments</b>   | <b>AIS Indicators</b>  | <b>Types of A.I.S. Services Available</b>   | <b>Exit Criteria (Team Must Confirm)</b>   |
|--------------------------------|---|--|---|--|
| <b>7<sup>th</sup> Grade</b>    | New entrant screening<br>Classroom teacher assessment<br><br>Service Provider assessment<br><br>NYS Grade 6 tests: ELA, Math<br>Practice Assessment: ELA, Math<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math) | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br><br>Below proficiency<br>35 <sup>th</sup> percentile or below<br><br>35 <sup>th</sup> percentile or below | *50% additional English<br>*50% additional Math.<br>Before and after School Support<br>Extra-help<br>Psychologist evaluation<br>Counseling<br>Health Evaluation                             | Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid terms, finals)<br>NYS Math Test performance Level 3 or above<br>NYS ELA Test performance Level 3 or above<br>Reading Achievement 36th percentile or above<br>NYSESLAT   |
| <b>8<sup>th</sup> Grade</b>    | New entrant screening<br>Classroom teacher assessment<br><br>Service Provider assessment<br><br>NYS Grade 7 tests: ELA, Math<br>Practice Assessment: ELA, Math<br>NYSESLAT<br>Gates McGinitie Reading Assessment<br>Stanford Diagnostic Reading Test(Reading, Math) | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br><br>Below proficiency<br>35 <sup>th</sup> percentile or below<br>35 <sup>th</sup> percentile or below     | *50% additional English<br>*50% additional Math.<br>Before and after School Support<br>Extra-help<br>Psychologist evaluation<br>Counseling<br>Health Evaluation<br>Reading/Writing Workshop | Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid terms, finals)<br>NYS performance Level 3 or above on NYS Math, Science Social Studies, ELA<br>Reading Achievement 36th percentile or above<br>NYSESLAT   |
| <b>9-12<sup>th</sup> Grade</b> | New entrant screening<br>Classroom teacher assessment<br><br>Service Provider assessment<br><br>NYS Grade 8 tests: ELA, Math, Science<br>Regents<br>NYSESLAT<br>Stanford Diagnostic Reading Test (Reading, Math)  | Teachers' assessment of sub-level performance<br>Teachers' assessment of sub-level performance<br>Scores of 1 or 2 in NYS Assessments (below 650 scale score)<br>Below proficiency<br>35 <sup>th</sup> percentile or below   | *50% additional English<br>*50% additional Soc. St.<br>Extended-time Math<br>Extended-time Science<br>Extra-help<br>Psychologist evaluation<br>Counseling<br>Health Evaluation              | Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid terms, finals)Passes required Regents:<br><ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ Global History</li> <li>▪ US History</li> <li>▪ Science</li> <li>▪ English</li> </ul> Reading Achievement 36th percentile or above<br>NYSESLAT |

\*Grades 7-12 co-taught academic classes

**NOTES:**

1. While regulations require any student receiving a score of 1 or 2, AIS is given for grades K-2. Use of other assessment instruments will determine level of AIS services. In absence of state assessments, a combination of AIS indicators will be reviewed to determine AIS services.
2. Grades 4-12 – Schools shall provide academic intervention services when students are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure, to be at risk of not achieving State Standards in English language arts, math, social studies, and/or science.
3. While we recognize mandated AIS services must be provided during the school day, we have included other opportunities for AIS help.