

Oceanside School District
280211030000

**ACADEMIC INTERVENTION SERVICES
(AIS)**

2022 - 2024

ACADEMIC INTERVENTION SERVICES

DEFINITION

Academic Intervention Services (AIS) is defined as additional instruction which supplements the instruction provided in the general curriculum and assists all students in meeting the State's learning standards. AIS services can include guidance, counseling, attendance, and study skills that are needed to support improved academic performance and/or services in the areas of reading/Language Arts, mathematics, or intervention in the content areas of social studies and/or science.

Academic Intervention Services are intended to assist students who are at risk of not achieving the state's learning standards in English Language Arts, Mathematics, social studies and/or exceed designated performance levels on state assessments.

DISTRICT PLANNING TEAM

The Oceanside Public School District has maintained a long-standing commitment to provide academic support for at-risk students. The district leader for academic intervention services is the Assistant Superintendent for Curriculum, Instruction, and Research. The following people were instrumental in the development of this Academic Intervention Services plan:

Phyllis S. Harrington, Superintendent of Schools

Diane Provvido, Assistant Superintendent-Curriculum, Instruction and Research

Michelle Mastrande, Principal, School #5

Allison Glickman-Rogers, Principal, Oceanside Middle School

Kevin Carbonetti, Associate Principal, Oceanside High School

Allison Kamlet, Reading Teacher, School #5

Jessica W. Keegan, Director of Elementary Teaching and Learning

Tracy Murray, Director of Elementary Special Education

Julie McGahan, Principal, School #6

Josh McPherson, Principal, School #9E

Melissa O'Geary, Director of Data, Assessments, and Administrative Services

Melissa Sellitti, Reading Teacher, School #8

Laura Smith, Reading Teacher, School #9E

Gwyn Solomon, Reading Teacher, School #6

Stephanie Williams, Reading Teacher, School #9E

Beth Ziogiannis, Director of English, Reading and Library Media Services K-12

IMPLEMENTATION/TRAINING OF ADMINISTRATORS/TEACHERS

Training for all administrators for academic intervention services occurred at Curriculum Council meetings and at meetings held by the Assistant Superintendent for Curriculum, Instruction, and Research. All teachers were apprised of the importance of AIS at faculty meetings.

DATA ANALYSIS

Student data from state and local assessments instruments are reviewed regularly by the Assistant Superintendent, principals, directors and supervisors. Current and longitudinal data is also analyzed to determine academic needs and inform instruction.

STUDENT IDENTIFICATION

The district has an ongoing system of student identification.

This system begins with the State mandated kindergarten-screening program that requires districts to screen all new entrants. Kindergarten screening is conducted by a team that includes the building principal, psychologist, kindergarten teachers, reading teacher, speech language teacher and other support personnel when appropriate.

The district monitors students' literacy progress on a local and state level through the iReady universal screener as well as through ongoing formative and summative assessments. In grades K-8, these assessments may include but are not limited to state standardized tests, Fountas and Pinnell Benchmark Assessments, observation and running records through guided reading, and Foundations assessments.

The district monitors students' mathematical progress on a local and state level through the iReady universal screener as well as ongoing formative and summative assessments. In grades K-8 these assessments include but are not limited to State standardized assessments, Math topic tests, and ongoing classroom observation and assessment.

Multiple measures (such as State and/or criterion referenced tests, portfolios, diagnostic assessments, teacher recommendations) are used to determine if academic intervention services are necessary in social studies and science.

In grades 9-12, student progress is monitored using New York State Regents Exams, local tests and assessments, and classroom performance, as shown on midterm and final exams and report card grades.

All new entrants are screened to determine if they need academic intervention support services.

Under the district supervision of Pupil Personnel Services, all buildings have in place a child study team that includes its building administrators, school psychologist, support personnel and teachers. The team determines which AIS service best meets the needs of each identified student. Response to Intervention, an integral component of the Multi-Tiered System of Support (MTSS), integrates the assessment and intervention procedures in order to maximize student performance.

FUNDING

Federal, state and local funding will be used to support AIS.

MONITORING/EVALUATION/BIENNIAL REVIEW

Monitoring student progress is an ongoing process. The building principal is responsible for monitoring the progress of the pupils in their building. He/She is further responsible to communicate his/her findings to the academic supervisors and/or appropriate service providers, and submit periodic reports to the Assistant Superintendent for Curriculum and Instruction.

The building Child Study Team, and/or team meeting at the middle school, will meet at least twice annually to monitor the progress of all students who achieve a level 1 on State assessments. The team shall meet at least annually to monitor the progress of students who achieve at level 2.

The building principal in conjunction with the appropriate support staff shall determine the level of academic intervention services necessary for each of the students at levels I and II.

The District Academic Intervention Services plan shall be reviewed biennially.

RECORDKEEPING

A record of the student's performance on the State assessments shall be kept as part of the student's AIS cumulative folder and on district databases. Local assessments will be kept on file.

A documentation of specific Academic Intervention Services a student receives and dates of service shall be kept as part of the student's record as well as on district databases.

Documentation of parent notification letters and parent-teacher contacts related to academic intervention services will be maintained.

PARENTAL NOTIFICATIONS & INVOLVEMENT

The parent(s) or the person in parental relation to the student will be notified in writing by the principal of the school in which the student attends, that his/her child will be receiving AIS services. This notification shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of services to be provided to the student, the reason the student needs such services and the impact of not achieving expected performance levels. (See attached parent notification letter.)

The commencement of services notification will include:

- A summary of academic intervention services to be provided;
- The reason the students needs such services; and
- The impact of not achieving expected performance levels.

Parents shall be notified in writing of the ending of the academic intervention services. Such notices shall be provided in English and translated when appropriate.

Parents of the students receiving academic intervention services shall be provided ongoing communication with school personnel. They shall be provided with opportunities to meet with their child's regular teacher and any other personnel providing AIS services at least once a semester. They shall receive reports on student progress three times a year at the elementary level and quarterly at the middle and high school level.

Workshops that provide parents with information on how to work with their child to improve achievement, monitor their child's progress and work collaboratively with educators, will be conducted by school personnel and consultants at the building/district level.

ACADEMIC INTERVENTION PLAN FOR THE 2022 - 2024 SCHOOL YEARS

Kindergarten Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
Kindergarten ELA	<ul style="list-style-type: none"> ● Kindergarten Screening ● November Checklist ● January/June Assessment ● Fountas & Pinnell (F&P) ● Foundations Unit Tests ● Running Records ● iReady Diagnostic Assessment 	<ul style="list-style-type: none"> ● Kindergarten Screening - below 7th percentile ● iReady below-benchmark and well-below-benchmark performance ● F&P Instructional Level does not meet expectations for time of year (see attached chart) ● Below level performance on Foundations unit test (below 80%) ● Teacher recommendation anchored in data ● Building-level team recommendation, i.e. CST, LPT 	<ul style="list-style-type: none"> ● Extra help by teacher ● Monitoring of progress ● Student support/PPS services ● Reading Intervention 	<ul style="list-style-type: none"> ● Report Card indicating achievement ● Teacher recommendation anchored in data ● F&P - Student meeting appropriate instructional reading level at time of evaluation (see attached chart) ● iReady growth ● Foundations Assessment above 80% ● Informal/formal classroom assessments
Math	<ul style="list-style-type: none"> ● Kindergarten Screening ● November Checklist ● January/June Assessment ● enVision Math Topic Assessment ● Other Topic/Unit Assessments ● iReady Diagnostic Assessment 	<ul style="list-style-type: none"> ● Kindergarten Screening - below 7th percentile ● iReady below-benchmark and well-below-benchmark performance ● Below level performance on Unit Benchmarks (below 70%) or report cards (level 1) ● Teacher recommendation anchored in data ● Building Level team recommendation, it.e. CST, LPT 	<ul style="list-style-type: none"> ● Extra help by teacher ● Math Intervention ● Student support/PPS services 	<ul style="list-style-type: none"> ● Report Card indicating achievement ● iReady growth ● Teacher recommendation anchored in data ● Unit Benchmark Assessments above 80% ● Informal/formal classroom assessments

1st Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • June Assessment (from Kindergarten) • Fountas & Pinnell Benchmark Assessment (F&P) • Reading Recovery Checklist • New entrant screening • Topic and/or Unit Assessment • Foundations unit Test • Running Records • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • iReady below-benchmark and well-below-benchmark performance • Kindergarten Foundations EOY Assessment (Score of 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Reading Intervention • Reading Recovery • Monitoring of progress • Student support/PPS services • Targeted guided reading 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Record Card: Score of level 3 or above • iReady growth • Foundations Assessment above 80% • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • enVision Math topic Assessments and End of Year Assessment • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • Kindergarten EOY enVison Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Math Intervention • Student support/PPS services • Targeted small group instruction 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score above 70% • iReady growth • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

2nd Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment (F&P) • New entrant screening • Topic and/or Unit Assessment • Foundations Unit Test • Running Records • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • iReady below-benchmark and well-below-benchmark performance • Foundations 1st Grade EOY Assessment (Score 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group skill instruction • Targeted guided reading • Reading Intervention • Monitoring of progress • Student Support/PPS services 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see the attached chart) • iReady growth • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • enVision Math topic Assessments and End of Year Assessment • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance of enVision Unit Benchmarks: 70% or below • Report Card: Score of level 2 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score above 70% • iReady growth • Performance of enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

3rd Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • ELA 3 NYS Assessment • Fountas & Pinnell Benchmark Assessment (F&P) • New Entrant screening • Topic and/or unit Assessment • Foundations unit Test • Running Records • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • iReady below-benchmark and well-below-benchmark performance • Foundations 2nd Grade EOY Assessment (Score 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted guided reading targeted small group instruction • Reading Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • iReady growth • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • Topic and/or Unit Assessment • enVision Math Topic & EOY Assessment • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance on enVision unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress 	<ul style="list-style-type: none"> • Third Grade EOY enVision Math Assessment: Score above 70% • iReady growth • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

4th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New entrant screening • Fountas & Pinnell Benchmark Assessment (F&P) • Topic and or Unit Assessment • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instruction level does not meet expectations for time of year (see attached chart) • iReady below-benchmark and well-below-benchmark performance • State-determined cut score on NYs ELA 3 Assessment • Third Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Reading Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • iReady growth • Above State-determined cut score on NYS ELA 4 Assessment • Fourth Grade EOY ELA Assessment: Score of 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVision Math Assessments • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 3 Assessment • Third Grade EOY enVision Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NY Math 4 Assessment • iReady growth • Fourth Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

5th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New Entrant Screening • Fountas & Pinnell Benchmark Assessment (F&P) • Topic and/or Unit Assessment • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • iReady below-benchmark and well-below-benchmark performance • State-determined cut score on NYS ELA 4 Assessment • Fourth Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X period targeted small group instruction • Reading Intervention • Monitoring of progress • Students support/PPS services 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • iReady growth • Above State-determined cut score on ELA 5 Assessment • Fifth Grade EOY Assessment: Score of 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVision Math Assessments • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 4 Assessment • Fourth Grade EOY enVision Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X Period targeted small group instruction • Math Intervention • Student support/PPS service 	<ul style="list-style-type: none"> • Above State-determined cut score on Math Assessment • iReady growth • Fifth Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Science	<ul style="list-style-type: none"> • NYS Grade 4 Elementary Science Test (ELST) • Classroom Assessments 	<ul style="list-style-type: none"> • Level 1 or 2 on ELST4 below benchmark • Teacher recommendation anchored in data 		<ul style="list-style-type: none"> • Classroom performance - 70% or above • Teacher recommendation

6th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New Entrant Screening • Fountas & Pinnell Benchmark Assessment (F&P) • Topic and/or Unit Assessment • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • State-determined cut score on NYS ELA 5 Assessment • iReady below-benchmark and well-below-benchmark performance • Fifth Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X period targeted small group instruction • Reading Intervention • Monitoring of progress • Students support/PPS services 	<ul style="list-style-type: none"> • F&P - Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • iReady growth • Above State-determined cut score on ELA 6 Assessment • Sixth Grade EOY Assessment: Score of 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVision Math Assessments • Other Topic/Unit Assessments • iReady Diagnostic Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 5 Assessment • Fifth Grade EOY enVision Math Assessment: Score of 70% or below • iReady below-benchmark and well-below-benchmark performance • Performance of Digits Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Instructional support by subject teacher classroom X Period targeted small group instruction • Math Intervention • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 6 Assessment • iReady growth • Sixth Grade EOY Digits Math Assessment: Score above 70% • Performance on Digits Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Science	<ul style="list-style-type: none"> • NYS Grade 4 Elementary Science Test (ELST) • Classroom Assessment 	<ul style="list-style-type: none"> • Below benchmark on ELST and/or • Classroom Performance - 70% or below • Teacher recommendation anchored in data 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X Period targeted small group instruction • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Classroom performance - 70% or above • Teacher recommendation

7th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 6 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 6 Assessment • Below 70% grade level • Teacher recommendation 	<ul style="list-style-type: none"> • Extra help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS Services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation • Level 1 or 2 on NYS Gr. 4 ELST 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • On level performance on classroom test and work expectation • Teacher Recommendation • Above 70% grade level performance
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of Progress • Student support/PPS Services 	<ul style="list-style-type: none"> • Above 70% performance on classroom tests and work expectations • Teacher recommendation

8th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 7 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 7 Assessment • Below 70% grade level • Teacher recommendation 	<ul style="list-style-type: none"> • Extra help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS Services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • NYS Gr. 4 ELST • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • On level performance on classroom test and work expectation • Teacher Recommendation • Above 70% grade level performance
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of Progress • Student support/PPS Services 	<ul style="list-style-type: none"> • Above 70% performance on classroom tests and work expectations • Teacher recommendation

9th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS Gr. 8 ELA Assessment (ELA 8) • Topic and/or Unit Assessment • Classroom Assessments 	<ul style="list-style-type: none"> • State determined cut score for NYS ELA 8 Assessment • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - English Resource Center • Conference Period • Remedial Reading • Reading Workshop • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course with teacher recommendation • Grade level or higher on the F&P assessment
Math	<ul style="list-style-type: none"> • NYS Gr. 8 Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS Math 8 Assessment • Recommendation from Middle School • 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Math Resource Center • Extra Lab Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Science	<ul style="list-style-type: none"> • NYS Gr. 8 Science Assessment • Topic and/or unit Assessment 	<ul style="list-style-type: none"> • Below benchmark on NYS Science Assessment • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Science Resource Center • Remedial Reading • Reading Workshop • Science Skills Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Social Studies Resource Center • Remedial Reading • Reading Workshop • Social Studies Skills Class • Conference Period • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course with teacher recommendation

10th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS ELA 8 Assessment • Topic and/or unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - English Resource Center • Conference Period • Remedial Reading • Reading Workshop • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course with teacher recommendation • Grade level or higher on the F&P Assessment
Math	<ul style="list-style-type: none"> • Math Integrated algebra Regents • Geometry Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Math Resource Center • Extra Lab Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Science Resource Center • Remedial Reading • Reading Workshop • Science Skills Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Social Studies Resource Center • Remedial Reading • Reading Workshop • Social Studies Skills Class • Conference Period • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents <i>and/or</i> • 70% or above in course with teacher recommendation

11th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> • NYS Grade 8 ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - English Resource Center • Conference Period • Remedial Reading • Reading Workshop • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course with teacher recommendation • Grade level or higher on the F&P assessment • Passing Regents
Math	<ul style="list-style-type: none"> • Math Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Math Resource Center • Extra Lab Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Science Resource Center • Remedial Reading • Reading Workshop • Science Skills Class • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) <i>and/or</i> • Teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Global History Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help - Social Studies Resource Center • Remedial Reading • Reading Workshop • Social Studies Skills Class • Conference Period • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents <i>and/or</i> • 70% or above in course with teacher recommendation

12th Grade Eligibility	Assessment Instrument	Entry Criteria Considerations	Range of AIS Services Available	Exit Criteria Considerations
ELA	<ul style="list-style-type: none"> English Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failure on Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help - English Resource Center Conference Period Remedial Reading Reading Workshop Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> 70% or above in course with teacher recommendation Grade level or higher on the F&P assessment Passing Regents
Math	<ul style="list-style-type: none"> Math Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failure on Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help - Math Resource Center Extra Lab Class Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> 70% or above in course and Passing Regents (70% or above) <i>and/or</i> Teacher recommendation
Science	<ul style="list-style-type: none"> Science Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failure on Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help - Science Resource Center Remedial Reading Reading Workshop Science Skills Class Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> 70% or above in course and Passing Regents (70% or above) <i>and/or</i> Teacher recommendation
Social Studies	<ul style="list-style-type: none"> US History Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failure on Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help - Social Studies Resource Center Remedial Reading Reading Workshop Social Studies Skills Class Conference Period Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> Passing Regents <i>and/or</i> 70% or above in course with teacher recommendation

OCEANSIDE PUBLIC SCHOOLS
Individual Student Record of Academic Services
ELEMENTARY

STUDENT: _____ School: _____

Grade Level: _____ Classroom Teacher _____

Entry Criteria Used (check any that apply):

- ____ Fountas and Pinnell Benchmark Assessment
 - ____ iReady Diagnostic Assessment
 - ____ Standardized Testing
 - ____ Reading Recovery Checklists
 - ____ enVision Math Assessments
 - ____ Teacher/CST Recommendation
- Other (describe) _____

Date Service Started: _____ Date of Notice to Parent: _____

Dates of Parent Conference: 1) _____ 2) _____
Dates of Progress Reports to Parents 1) _____ 2) _____ 3) _____

Type of Service Provided (check any that apply):

____ **English Language Arts** Frequency (hours/wk or times/cycle) and group size

- ____ extra help by teacher _____
- ____ classroom X-period _____
- ____ reading intervention _____
- ____ Reading Recovery _____
- ____ Heggerty PA Instruction _____
- ____ iReady adaptive online instruction _____
- ____ iReady teacher-assigned lessons _____
- ____ iReady teacher-led intervention lessons _____
- ____ targeted guided reading _____
- ____ student support/PPS services _____

____ **Mathematics** Frequency (hours/wk or times/cycle) and group size

- ____ extra help by teacher _____
- ____ classroom X-period _____
- ____ math intervention _____
- ____ non-mandated services _____
- ____ monitoring progress _____
- ____ iReady adaptive online instruction _____
- ____ iReady teacher-assigned lessons _____
- ____ iReady teacher-led intervention lessons _____
- ____ student support/PPS services _____

Name of Service Provider(s) _____

Date of CST Meeting (s) _____

Exit Criteria Used _____

Date of Service Ended: _____ Date of Notice to Parents: _____

OCEANSIDE PUBLIC SCHOOLS

Individual Student Record of Academic Intervention Services

Oceanside Middle School

Student _____ Counselor _____

Grade _____ School Year _____

Entry Criteria Used (check any that apply) Date of Notice to Parent _____

- NYS ELA Assessment
- NYS Math Assessment
- NYSESLAT
- Teacher/Counselor Recommendation
- Other (describe) _____

English Language Arts

- ELA Workshop
- Remedial Reading
- ESL Support
- Progress Monitoring
- Academic Support
- PPS Counseling
- Extra Help

Mathematics

- Math Workshop
- ESL Support
- Summer School (8th grade only)
- Progress Monitoring
- Academic Support
- PPS Counseling
- Extra Help

Provider _____ Position _____ Start Date _____ Recommended to continue _____ Recommended for progress monitoring _____ Exit _____ Exit Criteria _____
Provider _____ Position _____ Start Date _____ Recommended to continue _____ Recommended for progress monitoring _____ Exit _____ Exit Criteria _____ Exit Date _____ Date of Exit Notice to Parents _____

<p style="text-align: center;">AIS Folder Contains</p> Entrance Letter Exit Letter Parent Meeting Minutes CST minutes Progress reports Report cards Summer School Report Cards

Dates of Parent Conference(s) 1) _____ 2) _____

Date of CST Meeting(s) 1) _____ 2) _____

<p>For School Use Only</p> <ul style="list-style-type: none"> ▪ Entrance letter to be sent with student schedule in September ▪ Exit letter to be sent with pending assessment scores ▪ Parent meeting and CST minutes to be filed in AIS folder in principal's office ▪ Progress monitoring comments should be on progress reports and report cards

Editable Template – AIS Invitation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School District is committed to supporting growth for all students. Your child has been enrolled in our district’s Academic Intervention Services (AIS). The goal of these services is to assist your child in raising levels of achievement and help your child successfully meet the New York State Learning Standards both now and in the future.

As part of our commitment to provide appropriate academic intervention services (AIS) to our students, your child has been scheduled for support in the following areas:

- _____ Language Arts (Reading/Writing)
- _____ Mathematics
- _____ Other _____

This placement was made after considering your child’s performance on one or more of the following assessments:

- _____ iReady Diagnostic Assessment in Reading
- _____ iReady Diagnostic Assessment in Math
- _____ Fountas and Pinnell Benchmark Assessment
- _____ NYS English Language Arts (ELA) Assessment
- _____ NYS Math Assessment
- _____ NYS Science Assessment
- _____ Classroom Assessments
 - _____ Reading
 - _____ Math
 - _____ Other

AIS services may involve individual and small group learning with a classroom teacher or with an Academic Intervention Service provider in a push-in (in the classroom) or pull-out (alternate location) setting.

Parents will be notified if AIS services will be discontinued during the school year. AIS services for all students will end at the end of the school year. Please be aware that students will be reevaluated each year to determine continued AIS eligibility.

During the course of the year you will have the opportunity to meet with your child’s teacher(s). We encourage your involvement in this process by continuing to support your child at home.

Sincerely,

Principal

Editable Template - AIS Discontinuation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School District is committed to supporting growth for all students. As you know, the district provides appropriate intervention services to all qualifying students. The goal of these services is to assist students in raising levels of achievement and help them successfully meet the New York State Standards and the requirements which accompany them.

Your child has received Academic Intervention Services in:

- _____ Language Arts (Reading/Writing)
- _____ Mathematics
- _____ Other (specify) _____

These services will be discontinued based on your child's performance on one or more of the assessments checked:

- _____ iReady Diagnostic Assessment in Reading
- _____ iReady Diagnostic Assessment in Math
- _____ Fountas and Pinnell Assessment Benchmark Assessment
- _____ NYS English Language Arts (ELA) Assessment
- _____ NYS Mathematics Assessment
- _____ NYS Science Assessment
- _____ Other _____

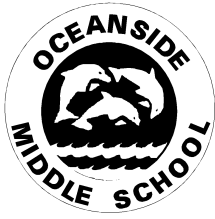
I am sure you join us with pride in your child's achievement, and we thank you for your support at home. Please be assured that your child's progress will continue to be monitored. If intervention assistance should be needed in the future, you will be notified.

If you have any questions about this change in service, please contact me at school.

Sincerely,

_____, Principal

<<TEAM>>



Oceanside Middle School
New York State School of Excellence
186 Alice Avenue
Oceanside, NY 11572
Phone: (516) 678-8518
Fax: (516) 594-2365

Allison Glickman-Rogers, Ed.D
Principal
AGlickman-Rogers@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

<<DATE>>

To the Parent/Guardian of:
<<FIRST>> <<LAST>>
<<ADDRESS>>
<<CITY>>

Dear Parent/Guardian:

This is to confirm that <<FIRST>> has been exited from our district's Academic Intervention Service Program (AIS) on <<END>>. As a result of his/her placement in <<PROG>> he/she has demonstrated academic progress and is meeting NYS standards.

We will continue to evaluate your child's placement in the program. During the course of the year, you will receive quarterly progress reports and have the opportunity to meet with your child's team of teachers.

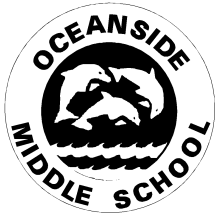
We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing a place to study, and keeping in contact with your child's teacher. If you have any questions, please contact the school at 516-678-8523 to arrange a team meeting.

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/as
CC: <<TEAM>>

<<TEAM>>



Oceanside Middle School
New York State School of Excellence
186 Alice Avenue
Oceanside, NY 11572
Phone: (516) 678-8518
Fax: (516) 594-2365

Allison Glickman-Rogers, Ed.D
Principal
AGlickman-Rogers@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

<<DATE>>

To the Parent/Guardian of:
<<FIRST>> <<LAST>>
<<ADDRESS>>
<<CITY>>

Dear Parent/Guardian:

Your child has been enrolled in our district's Academic Intervention Service Program. This placement was made after considering <<FIRST>>'s score on one or more standardized assessments and his or her academic performance in class.

As a result your child will receive <<PROGRAM>> <<SCHEDULE>> <<PROG_2>> because he/she is at risk of not achieving the New York State Standards. The additional support is designed to help your child make progress toward meeting the state standards.

We will continue to evaluate your child's placement in the program. During the course of the year, you will receive quarterly progress reports and have the opportunity to meet with your child's team of teachers.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing a place to study, and keeping in contact with your child's teacher. If you have any questions, please contact the school at 516-678-8523 to arrange a team meeting.

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/as

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D / E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.