2026
2028

WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

AIS

ACADEMIC INTERVENTION SERVICES PLAN

In accordance with the New York State Education Department,
Commissioner's Regulation 100.2 (ee)

WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

Our Mission:

The Williamsville Central School District is committed to educational excellence that empowers all students to develop their unique potential and thrive as learners, citizens, and leaders in a diverse global community.

In our commitment to educational excellence, we believe:

- Students are our highest priority.
- All members of our diverse school community are valued and respected.
- A welcoming environment that prioritizes safety, wellness, and belonging is essential.
- Effective partnerships among schools, educators, families, and community, support student learning and well-being.
- All students deserve equitable access to engaging instructional and curricular opportunities to support their success.
- Strong social-emotional competencies enhance learning and success.
- Growth and excellence are to be encouraged, supported, and celebrated.
- Learning is a continuous, lifelong process.

TABLE OF CONTENTS

Academic Intervention Plan
Kindergarten – English Language Arts
Kindergarten – Mathematics
Grade 1 – English Language Arts
Grade 1 – Mathematics
Grade 2 – English Language Arts
Grade 2 – Mathematics
Grade 3 – English Language Arts
Grade 3 – Mathematics
Grade 4 – English Language Arts
Grade 4 – Mathematics
Grade 4 – Science
Grade 5 – English Language Arts
Grade 5 – Mathematics
Grade 5 – Social Studies
Grade 5 – Science
Grade 6 – English Language Arts
Grade 6 – Mathematics
Grade 6 – Social Studies
Grade 6 – Science
Grade 7 – English Language Arts
Grade 7 – Mathematics
Grade 7 – Social Studies
Grade 7 – Science
Grade 8 – English Language Arts
Grade 8 – Mathematics
Grade 8 – Social Studies
Grade 8 – Science
Grade 9-12 – English Language Arts
Grade 9-12 – Social Studies
Grade 9-12 – Mathematics
Grade 9-12 – Earth Science, Biology, and Chemistry
AIS Timelines, Parent Notification, Progress Reporting
AIS Guidelines for English Language Learners (ELL)
Academic Intervention Plan
Response to Intervention (RtI) Overview
What are the Components of RtI?

Academic Intervention Plan

The Williamsville Central School District's curricular, instructional, and behavioral programs are structured within a multi-faceted support system with the primary goals of addressing the academic, social, and emotional needs of all students. For any student needing additional assistance or support, it is essential that "schools . . . provide targeted and systematic interventions to *all* students as soon as they demonstrate the need" (Buffum, Mattos, and Weber, 2010). Research reflects that schools implement "whole child supports" by ". . . providing students with the scaffolding they need to succeed – a just-in-time, personalized response to students' cognitive, psychosocial, and academic needs" (Goodwin, 2011).

With this in mind, the District believes that students should be provided appropriate and targeted opportunities for academic assistance, social-emotional supports, and behavioral interventions so that students may achieve success in meeting curriculum expectations and be afforded an educational experience of the highest quality. A Multi-Tiered System of Supports (MTSS) is utilized with support services being made available that are critical to addressing barriers to improving academic achievement and overcoming behavioral, social, or emotional challenges.

Services shall be made available to students with disabilities on the same basis as all other students provided that such services shall be implemented to the extent consistent with the student's individualized educational program.

Academic Intervention Services (AIS) are defined as additional support services and instructional interventions which supplement the instruction delivered in the general curriculum. In accordance with Commissioner's Regulations (part 100), Academic Intervention Services must be considered in the areas of English, math, social studies, and science. This is accomplished through a two-step process beginning with the school considering student outcomes on multiple performance measures, including qualitative and quantitative data. Information and guidance conveyed by the New York State Education Department, including but not limited to memos, guidance documents, and emergency rules, informs this process and determines any required refinements. Using multiple measures and associated outcomes, eligibility for AIS services is determined by the principal in partnership with educators and mental health staff. (Students who transfer into the Williamsville Central School District with no academic history will be assigned AIS pending a thorough review of all educational records by the principal.)

A uniform process (contained in this plan) must be utilized to implement these services. The following pages reflect the criteria that will determine eligibility, description of available services, frequency and duration of services, title of personnel who may be designated to provide these services (certification in the area of services is required), and program exit criteria. Additional information on AIS timelines, parent notification, and progress reporting is also included.

Academic Intervention Services must operate according to Commissioner's Regulations and the New York State Education Department Guidance.

Academic Intervention Plan
Kindergarten – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Universal Screening Assessments (e.g., Aimsweb)	Below benchmark	At or above benchmark
K Prep Participation	Recommendation	N/A
Phonics Screener	Below benchmark	At or above benchmark
Phonological Awareness Screener for Intervention	Below benchmark	At or above benchmark
Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
   a. Attendance issues
   b. Behavioral, discipline, and/or chronic suspension issues
   c. Social-emotional development
   d. Family-related issues
   e. Health/medical issues
   f. Nutrition and/or basic needs
   g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness
12. Primary Project

Kindergarten – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
District Benchmarks: Performance Indicator Profile	B or D in 20% or more on performance indicators	Secure in performance indicator(s)
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Progress Report	Below Grade Level Proficiency	Grade Level Proficiency
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Fluency Assessments	Below Grade Level Proficiency	Grade Level Proficiency
Teacher Recommendation/ Principal's Discretion/ Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness
12. Primary Project

Academic Intervention Plan
Grade 1 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA

Universal Screening Assessments (e.g., Aimsweb)	Below benchmark	At or above benchmark
Classroom Writing Performance/Grade 1 Unassisted Writing Benchmark	Score of 1 on writing rubric	3 or higher on writing rubric
Phonics Screener	Below Benchmark	Above Benchmark
Phonological Awareness Screener for Intervention	Below Benchmark	Above Benchmark
Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness
12. Primary Project

Academic Intervention Plan
Grade 1 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
District Benchmarks: Performance	B or D in 20% or more on	Secure in performance indicator(s)

Indicator Profile	performance indicators	
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Progress Report	Below Grade Level Proficiency	Grade Level Proficiency
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Fluency Assessments	Below Grade Level Proficiency	Grade Level Proficiency
Teacher Recommendation/ Principal's Discretion/ Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness
12. Primary Project

Academic Intervention Plan
Grade 2 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Universal Screening Assessments (e.g., Aimsweb)	Below benchmark	At or above benchmark
Classroom Writing Performance/Grade 2 Unassisted Writing Benchmark	Score of 1 on writing rubric	3 or higher on writing rubric

Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 2 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
District Benchmarks: Performance Indicator Profile	B or D in 20% or more on performance indicators	Secure in performance indicator(s)
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Progress Report	Below Grade Level Proficiency	Grade Level Proficiency
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Fluency Assessments	Below Grade Level Proficiency	Grade Level Proficiency
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 3 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Universal Screening Assessments (e.g., Aimsweb)	Below benchmark	At or above benchmark
Classroom Writing Performance/Grade 3 Unassisted Writing Benchmark	Score of 1 on writing rubric	3 or higher on writing rubric
Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 3 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
District Benchmarks: Performance Indicator Profile	B or D in 20% or more on performance indicators	Secure in performance indicator(s)
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Progress Report	Below Grade Level Proficiency	Grade Level Proficiency
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Fluency Assessments	Below Grade Level Proficiency	Grade Level Proficiency
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 4 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Universal Screening Assessments (e.g., Aimsweb)	Below benchmark	At or above benchmark

Grade 3 NYS ELA Assessment	Below state-designated scale score ranges	Level 3 or 4 NYS ELA Assessment
Classroom Writing Performance/Grade 4 Unassisted Writing Sample	Score of 1 on writing rubric	3 or higher on writing rubric
Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 4 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
District Benchmarks: Performance Indicator Profile	B or D in 20% or more on performance indicators	Secure in performance
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Progress Report	Below Grade Level Proficiency	Grade Level Proficiency
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Fluency Assessments	Below Grade Level Proficiency	Grade Level Proficiency
Grade 3 NYS Mathematics Assessment	Within State-designated scale score ranges	Level 3 or 4 on NYS Grade 4 Mathematics Assessment
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 4 – Science

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Student Classroom Performance in Science	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks. Grade Level Proficiency
Teacher Recommendation/Principal's Discretion/Progress Report	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Class size reduction with an additional certified teacher
5. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Teaching assistant
4. STEAM Teacher

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 5 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 4 NYS ELA Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS Grade 5 ELA Assessment
Reading Inventory	Basic or Below Basic or Below Benchmark	Proficient at Benchmark
Classroom Writing Performance/ Grade 5 Unassisted Writing Sample	1 or 2 on the NYS Rubric	Grade 5 Unassisted Writing Sample – Score of 3 or 4
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Teaching assistant
5. ESOL teacher (certified in ELA)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 5 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 4 NYS Mathematics Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS Grade 5 Mathematics Assessment
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 5 – Social Studies

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA

Teacher Recommendation/Principal's Discretion	Principal's Discretion	Passing grade on grade 5 District Assessment in Social Studies; Principal Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modification
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

5. School psychologist
6. School social worker
7. School counselor
8. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 5 – Science

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Student Classroom Performance in Science	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Level 3 or 4 on NYS grade 5 science assessment
Student Classroom Performance in Science/ Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading teacher
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 6 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 5 NYS ELA Assessment	Below State designated scale score ranges	Level 3 or 4 on NYS ELA Assessment
Classroom Writing Performance/ Grade 5 Unassisted Writing Sample	1 or 2 on the NYS Rubric	Grade 5 Unassisted Writing Sample – Score of 3 or 4
Grade 5 End-of-Year District Assessment	64 or below	Level 3 or 4 on NYS ELA Assessment
Reading Inventory	Below Benchmark	Above Benchmark
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. Teaching assistant
6. ESOL teacher (certified in ELA)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 6 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 5 NYS Mathematics Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS Grade 6 Mathematics Assessment
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Grade 5 End-of-Year Performance Assessment	64 or below	Level 3 or 4 on NYS Grade 6 Mathematics Assessment
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Computer assisted instruction
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Math specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 6 – Social Studies

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 5 District Social Studies Assessment	64 or below	Grade 6 District Social Studies Assessment 65 or above
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. General education teacher
2. Special education teacher
3. Reading specialist
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 6 – Science

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
NYS Grade 5 Science Assessment	Level 1 or 2	Grade 6 End-of-Year District Assessment 65 or above
Student Classroom Performance in Science/ Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Science teacher
2. Special education teacher
3. Reading teacher
4. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 7 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 6 NYS ELA Assessment	Below State designated scale score ranges	Level 3 or 4 on NYS ELA Assessment
Grade 6 End-of-Year District Assessment	64 or below	Level 3 or 4 on NYS ELA Assessment
Classroom Writing Performance/ Grade 6 Unassisted Writing Sample	1 or 2 on the NYS Rubric	Grade 6 Unassisted Writing Sample – Score of 3 or 4
Reading Inventory	Below Benchmark	Above Benchmark
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. ELA teacher
2. Special education teacher
3. Reading specialist
4. Speech therapist
5. ESOL teacher (certified in ELA)
6. Teaching assistant

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 7 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 6 NYS Mathematics Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS Grade 7 Mathematics Assessment
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Grade 6 End-of-Year Performance Assessment	64 or below	Level 3 or 4 on NYS Grade 7 Mathematics Assessment
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Mathematics teacher
2. Special education teacher

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 7 – Social Studies

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 6 Social Studies Assessment	64 or below	Grade 7 District Social Studies Assessment – 65 or above
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Social studies teacher (social studies certified)
2. Special education teacher (social studies certified)
3. Reading specialist (if reading in the content area assistance is necessary)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 7 – Science

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 6 District End-of-Year assessment	64 or below	Grade 7 District Final Assessment – 65 or above
Student Classroom Performance in Science/ Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Science teacher
2. Special education teacher
3. Reading teacher (if reading in the content area assistance is necessary)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 8 – English Language Arts

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 7 NYS ELA Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS ELA Assessment
Grade 7 District Final Exam	64 or below	Level 3 or 4 on NYS ELA Assessment
Classroom Writing Performance/ Grade 7 Unassisted Writing Sample	1 or 2 on the NYS Rubric	Grade 7 Unassisted Writing Sample – Score of 3 or 4
Reading Inventory	Below Benchmark	Above Benchmark
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. ELA teacher
2. Special education teacher
3. Reading specialist (if reading in the content area assistance is necessary)
4. ESOL teacher (certified in ELA)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 8 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 7 NYS Mathematics Assessment	Below State-designated scale score ranges	Level 3 or 4 on NYS Grade 8 Mathematics Assessment
Curriculum-Based Measures	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Screening Assessments	Norms fall within the below or well-below categories	Norms fall within the average or above-average categories
Grade 7 District Final Exam	64 or below	Level 3 or 4 on NYS Grade 8 Mathematics Assessment
Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Computer assisted instruction
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Mathematics teacher
2. Special education teacher

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 8 – Social Studies

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 7 District Social Studies Assessment	64 or below	Grade 8 District Social Studies Assessment – 65 or above
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Summer school
5. Instructional modifications
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

4. Social studies teacher (social studies certified)
5. Special education teacher (social studies certified)
6. Reading specialist (if reading in the content area assistance is necessary)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

5. School psychologist
6. School social worker
7. School counselor
8. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 8 – Science

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 7 District Final Assessment	64 or below	Level 3 or 4 on NYS Grade 8 Science Assessment
Student Classroom Performance in Science/ Teacher Recommendation/ Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Teacher monitoring
2. Push in/pull out with certified teacher
3. Small group instruction
4. Instructional modifications
5. Summer school
6. Class size reduction with an additional certified teacher
7. Push in/pull out with a teaching assistant (working under the supervision of a teacher)

FREQUENCY OF SERVICE:
Varies with level of student need

DURATION OF SERVICE:
Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Science teacher
2. Special education teacher
3. Reading teacher (if reading in the content area assistance is necessary)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 8 NYS ELA Assessment	Below state-designated scale score ranges or at Principal's discretion	Score of 65 or above on related course final average or at Principal's Discretion
Regents ELA Exam	64 or below or at Principal's Discretion	65 or above on the Regents Exam, including the component re-test
Teacher Recommendation/Principal's Discretion/ Reading Inventory/ Grade 8 ELA Exam	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Monitoring (1's or 2's who maintain an average of 65 or higher in English class and who receive a grade of 65 or higher on the course final average)
2. Special academic study hall for AIS
3. Small group instruction
4. Push in/pull out with a certified teaching assistant (working under the supervision of a certified teacher)
5. Special summer tutorials (grades 11 and 12)
6. Summer School
7. Remedial exam preparation classes – English
8. When deemed most appropriate, non-academic support services may supersede academic intervention with or without other appropriate support services.

FREQUENCY OF SERVICE:

At least 2 days per 6-day cycle through daily intervention in a special class

DURATION OF SERVICE:

For grades 9-12, until a grade of 65 or higher is attained in English or until the student passes the Regents Comprehensive examination with a minimum score of 65.

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. English teacher
2. Support personnel (for monitoring purposes only)
3. ESOL teacher (certified in ELA)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

5. School psychologist
6. School social worker
7. School counselor
8. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
   a. Attendance issues
   b. Behavioral, discipline, and/or chronic suspension issues
   c. Social-emotional development
   d. Family-related issues
   e. Health/medical issues
   f. Nutrition and/or basic needs
   g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 9-12 – Social Studies

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Regents Global Studies Exam	0-64 or at Principal's Discretion	65 or above on the Global HIstory and Geography Regents Exam
Regents U.S. History and Government Exam	0-64 or at Principal's Discretion	65 or above on the U.S. History and Government Regents Exam
Grade 8 District Social Studies Assessment	0-64 or at Principal's Discretion	65 or above on related course final average or at Principal's Discretion
Teacher Recommendation/Principal's Discretion	Students who score below 65 at End of 2nd and 4th marking period or at principals' discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Special academic study hall for AIS
2. Small group instruction
3. Push in/pull out with a certified teacher
4. Summer tutorials (grades 9-12)
5. Summer school
6. Remedial exam preparation classes in Global 2R 7. Monitoring (1's or 2's who maintain an average of 65 or higher in social studies class and who receive a grade of 65 or higher on the course final average)
7. When deemed most appropriate, non-academic support services may supersede academic interventions, with the ultimate goal being a return to academic intervention with or without other appropriate support services.

FREQUENCY OF SERVICE:

At least 2 days per 6-day cycle through daily intervention in a special class

DURATION OF SERVICE:

Until the student passes the associated examination (Regents Global History and Geography and/or the U.S. History and Government Examination(s) with a minimum score of 65.

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Social studies teacher
2. Support personnel (for monitoring purposes only)
3. ESOL teacher (certified in social studies)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
   a. Attendance issues
   b. Behavioral, discipline, and/or chronic suspension issues
   c. Social-emotional development
   d. Family-related issues
   e. Health/medical issues
   f. Nutrition and/or basic needs
   g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
Grade 9-12 – Mathematics

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Grade 8 NYS mathematics	Students who have not met State proficiency levels who score below 65 at the end of the 2nd or 4th marking period or at principal's discretion	Score of 65 or above on related course final average or at principal's discretion
Algebra 1, Geometry, Algebra 2 Regents Exams	0-64 or at Principal's Discretion	65 or higher on the Regents Exam (s)
Curriculum-based measures/ performance (e.g., mid-unit assessments, end-of-unit assessments, math lab assessments, etc.)	Data from curriculum-based measures indicates a risk of failing to meet grade/course level standards	Passing grades in course or standards-based performance tasks
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Monitoring (1's or 2's who maintain an average of 65 or higher in math class and who receive a grade of 65 or higher on the course final)
2. Special academic study hall for AIS
3. Small group instruction
4. Push in/pull out with a certified teacher
5. Special summer tutorials (grades 9-12)
6. Summer school
7. Remedial exam preparation classes in Algebra 1, Geometry, and/or Algebra 2
8. When deemed most appropriate, non-academic support services may supersede academic interventions, with the ultimate goal being a return to academic intervention with or without other appropriate support services

FREQUENCY OF SERVICE:

At least 2 days per 6-day cycle through daily intervention in a special class

DURATION OF SERVICE:
Until a minimum grade of 65 is attained in mathematics or a minimum score of 65 on the Regents Math examination.

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Mathematics teacher
2. Support personnel (for monitoring purposes only)
3. ESOL teacher (certified in math)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
   a. Attendance issues
   b. Behavioral, discipline, and/or chronic suspension issues
   c. Social-emotional development
   d. Family-related issues
   e. Health/medical issues
   f. Nutrition and/or basic needs
   g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Grade 9-12 – Earth Science, Biology, and Chemistry

ASSESSMENT INSTRUMENT	ENTRY CRITERIA	EXIT CRITERIA
Physical Setting (Earth Science) Regents Examination	0-64 on previous Regents Exam or low proficiency in Science and Engineering Practices or at Principal's Discretion	65 or higher on the Regents Exam
Living Environment (Biology) Regents Examination	0-64 on previous Regents Exam or low proficiency in Science and Engineering Practices or at Principal's Discretion	65 or higher on the Regents Exam
Grade 8 Intermediate Level Science Assessment	Levels 1 and 2 or at Principal's Discretion	65 or higher on related course final average or at Principal's Discretion
Chemistry Regents Exam	0-64 on previous Regents Exam or low proficiency in Science and Engineering Practices or at Principal's Discretion	65 or higher on the Regents Exam
Teacher Recommendation/Principal's Discretion	Principal's Discretion	Principal's Discretion

DESCRIPTION OF ACADEMIC SERVICES:

1. Special academic study hall for AIS
2. Small group instruction
3. Push in/pull out with a certified teacher
4. Summer school
5. Summer tutorials
6. Remedial exam preparation classes
7. Monitoring (1's or 2's who maintain an average of 65 or higher in Science class and who receive a grade of 65 or higher on the course final average
8. When deemed most appropriate, non-academic support services may supersede academic interventions, with the ultimate goal being a return to academic intervention with or without other appropriate support services

FREQUENCY OF SERVICE:

Varies with level of student need

DURATION OF SERVICE:

Varies with level of student need

PERSONNEL:

PERSONNEL WHO MAY PROVIDE ACADEMIC SERVICES:

1. Science teacher
2. Support personnel (for monitoring purposes only)
3. ESOL teacher (certified in the area)

PERSONNEL WHO MAY PROVIDE SUPPORT SERVICES:

1. School psychologist
2. School social worker
3. School counselor
4. School nurse

DESCRIPTION OF SUPPORT SERVICES:

1. Ongoing consultation related to issues affecting learning, such as:
    a. Attendance issues
    b. Behavioral, discipline, and/or chronic suspension issues
    c. Social-emotional development
    d. Family-related issues
    e. Health/medical issues
    f. Nutrition and/or basic needs
    g. Other personal issues that interfere with academic achievement
2. Counseling (individual or group)
3. Monitoring of student progress
4. Regularly scheduled parent/guardian and/or team meetings/communication
5. Collaboration with external resources/private practitioners or agencies
6. Referrals for additional assessment and support
7. Development and implementation of Behavioral Intervention Plan
8. Problem-solving through child support teams or Academic Intervention Teams (AIT)
9. Intervention by mental health professionals
10. Facilitating student participation in school-sponsored wellness activities, such as extra-curricular clubs, school performances, Wellness programs, etc.
11. Support for students experiencing homelessness

Academic Intervention Plan
AIS Timelines, Parent Notification, Progress Reporting

Process and Timeline

Academic Intervention Services may start at 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.

AIS services must be determined individually for each student based on need.

Procedures for Parent Notification

The building principal will be responsible for parental notification indicating a need for academic intervention services. This notification will be made in writing and will include a summary of the services being provided to the student including when, how often, and by whom the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences or consultations, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, 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.

Student Progress Reports

Student progress reports will document the development of students and determine when the student no longer requires these AIS services. Quarterly progress reports will be sent to parents.

Criteria for Ending AIS Standard Forms

Academic Intervention Services will end when the student has successfully attained the District standards according to the state and/or district criteria for beginning services.

Academic Intervention Plan

SAMPLE PARENT NOTIFICATION

Date:

Dear Parent/Guardian:

Student progress is of the utmost importance to us. The Williamsville Central School District is implementing a state mandated-process called “Academic Intervention Services” (AIS). This process entails screening all students, at specific times during each school year, in order to establish growth. Appropriately targeted interventions are used to assist students in gaining the academic skills they need.

Based on [autofill name]’s progress in [autofill subject] as evidenced by [autofill entry reason], [autofill name] has been identified as a student who qualifies for additional supports or small group instruction. Academic Intervention Services are being recommended at this time to better prepare [autofill name] for success in meeting academic expectations.

The services which will be offered to [autofill name] include: [autofill services]

Ongoing evaluation will help determine the specific level of intervention and the need to continue or terminate these services. The overall objective for providing the services is to give [autofill name] the tools he/she needs to be successful and confident as he/she continues their education with us in Williamsville Central School District.

New York State mandates that we advise you that your child must satisfactorily meet the established New York State Next Generation Learning Standards in English/Language Arts, Mathematics, and Science and the New York State Learning Standards in Social Studies. 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.

If you have further questions regarding the AIS process, the intervention your child is receiving, or the progress your child is making please contact your child’s teacher and/or building principal.

I thank you for your continued support of your child’s learning.

Sincerely,

[autofill signature, name, and position]

SAMPLE CONTINUATION OF AIS

Dear (Name of Parent/Guardian):

_____ (student's name) has been recommended to continue receiving Academic Intervention Services based on the following criteria:

Criteria

The services which will be offered to_____ include:

LIST SERVICES
SKILL
INTERVENTION
STRATEGY
DURATION / FREQUENCY
PROGRESS
PERSONNEL PROVIDING SERVICES

If you have any questions, please contact (name of staff member/telephone number).

Sincerely,

_____(Name of school principal)

Dear (name of parent/guardian):

We are pleased to inform you that _____ (student's name) has completed _____ (subject name) remediation as of _____ (date). Your child was originally placed in Academic Intervention Services due to_____ (list criteria).

It has been determined that he/she has obtained the competencies necessary to perform at an acceptable level for his/her grade in _____ (subject) at this time due to the following exit criteria:

Criteria

If you have any questions, please contact me at _____.

Sincerely,

_____(Name of school principal)

Academic Intervention Plan
AIS Guidelines for English Language Learners (ELL)

- AIS may **not** replace mandated English as a New Language (ENL) minutes of service.
    - Relationship of AIS to Programs Under CR Part 154-2 for English Language Learners: Academic intervention services for English language learners (ELL) must be supplementary and "in addition to" and must not replace the freestanding ENL instructional program requirements under CR Part 154-2. AIS must be planned and implemented in coordination with the ELL student's general education program.

- ENL is **not** AIS. ENL is a New York State mandated service for English Language Learners. AIS is supplemental to students' general education program. ENL is not a remedial service.

- The ESOL teacher, classroom/content area teacher, and AIS provider will meet to discuss the students' production level and the appropriateness of AIS services and make a team decision regarding the need for AIS services.

- The ESOL teacher's recommendation will be based on
    - students' oral language production level,
    - number of years of ENL instruction,
    - rate of progress,
    - identification as "at risk" for failure on Regents and other State assessments,
    - and/or other special circumstances.

- **Oral Language Production Levels** may be used to determine readiness for AIS from non-TESOL certified teachers:
    - **Preproduction**—no AIS: child is observing, developing a listening vocabulary and limited to nonverbal or single word communication
    - **Early production**—no AIS: child is continuing to develop a listening vocabulary, focusing on social language and getting needs met (BICS—social language as opposed to CALP—academic language)
    - **Speech emergence**—case by case decision: child is using simple sentences, some children may be ready; math AIS may be appropriate; child is increasingly comfortable in social language and beginning to acquire academic language.
    - **Intermediate fluency**—yes AIS (both ELA and math): social language has been acquired and academic language is developing; students should be able to retell what they have read (DRA is valid); while there may be grammatical errors, comprehension can be demonstrated.
    - **Continued language development/advanced language development**—yes AIS (both ELA and math): students are approaching language proficiency and will benefit from additional support if performing below grade level.

- **In order for AIS to be effective, ELLs need to be appropriately placed based on the criteria articulated above.**

Academic Intervention Plan
Response to Intervention (RtI) Overview

The Williamsville Central School District is committed to helping all children succeed. There are many ways to assist students who are struggling to learn and need additional support to be successful. Response to Intervention (RtI) is one way to ensure all learners are able to access their grade level curriculum and achieve their full potential. (It is required by NYSED for reading K-4.)

What is RtI?

RtI is a multi-step process providing instruction and educational support to promote the success of all children. Individual progress is monitored and results are used to make decisions about further instruction and intervention. RtI is most commonly used to address problems with reading and math, but it can also be used in other areas..

Typically, the process is used to determine if a student is responding to classroom instruction and progressing as expected. If the student is not, additional support is provided by matching the intervention to a student's individual needs through a multi-level model of intervention. Each level, also known as a tier, provides more intense remediation by reducing the size of the instructional group, changing the instructional focus, and/or devoting more time to address weaknesses evidenced in a discrete skill area.

RtI focuses upon early identification and intervention with the goal of preventing academic difficulties by:

- Providing appropriate instruction to all students
- Monitoring progress of each student
- Providing assistance to those students who require additional supports

What are the key components to any RtI process?

The key component to any RtI process is the provision of high quality curriculum and instruction to all children within the regular education classroom (Tier I).

Another critical component of any RtI process is “universal screening.” Universal screening helps schools to assess current skill development and identify those students who may need more support or different methods of instruction.

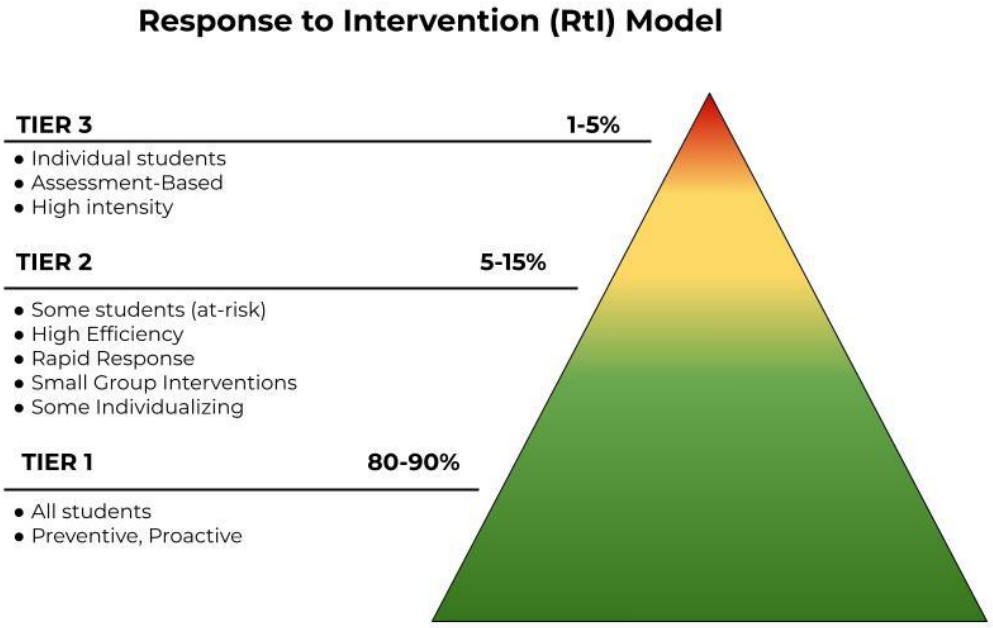
As a result of universal screening, students may be identified as needing targeted assistance (a Tier II level of support) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to address the targeted area of delay. These interventions (which can be provided within the general education classroom, outside the classroom, or in small groups) consist of teaching strategies or methods that have been proven to be effective in helping children learn and often include additional opportunities for practice and review.

When the child meets the goals established by the school, the intervention is no longer needed and the child continues to receive instruction from the general education teacher. Alternatively, when progress monitoring shows that a child is not responding to Level II interventions, another approach or strategy may be recommended. This higher level of support (Tier III) may include small group instruction, a change in curriculum, and/or a referral for special education.

Finally, another key component to the RtI process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is of benefit to the student or needs to be adjusted.

What are the Components of RtI?

1. **Screening is conducted for all students**
    a. ***What is screening?*** Screening is a quick assessment that measures a student's skills or behaviors expected at that grade level. Screenings are conducted three times per year.
    b. ***How are results of screening used?*** Screening of all students helps schools to identify those considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided targets and additional instructional support to address the student's area(s) of need.
    c. ***Will a parent be notified of his/her child's screening results?*** Yes, through WITS.
2. **All students receive appropriate instruction** *The RtI process begins with the provision of appropriate instruction to all students by the classroom teacher in the general education class. This is called Tier I.*
    a. ***What is appropriate instruction?*** Appropriate instruction means that the methods and materials used by the teacher have been shown through research to be effective for most students. Since students learn in different ways, it is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class.
    b. ***What is considered appropriate reading instruction?*** Reading instruction should include the following essential elements:
        i. Phonemic awareness: the ability to distinguish the individual sounds of language
        ii. Phonics: the ability to understand letter-sound connections
        iii. Vocabulary Development: understanding words to communication effectively, both orally and in print
        iv. Reading Fluency: the ability to read orally with speed, accuracy, and vocal expression
        v. Reading Comprehension: the ability to understand the written word
3. **Additional instructional support is provided to students, based upon screening results and ongoing measurements of progress**
    a. **How will additional instructional support be provided?** Students identified though universal screening as requiring additional instructional support receive assistance designed to meet their needs. This assistance is called targeted intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often the intervention will be provided, and how long the intervention will be provided. Within the RtI model, targeted intervention is provided in increasing levels of intensity, or "tiers" of support. This can mean more time, smaller groups, and/or a change in instructional methodology. Most RtI models provide three tiers of support.
    b. **What is Tier II Intervention?** Tier II intervention is provided in addition to the student's regular classroom instruction and may be delivered within the classroom or in a separate room.
    Tier II intervention usually means that a student is:
        i. Taught in small group
        ii. Given additional instruction time
        iii. Taught using a variety of instructional methods
    For example, a student having difficulty reading may receive instruction in a small group (3-5 students) for 30 minutes per day with a reading teacher. During this time, a student's progress will be measured regularly (monitored) to see if the intervention is meeting their needs.
    c. **What is Tier III Intervention?** For students who are still not progressing with Tier II intervention, Tier III intervention may be provided. Instruction at this level may be more frequent, occur in an even smaller group and/or for a longer period of time than that provided in Tiers I and II. Tier III support will involve the use of materials or programs that address the specific skills the student is struggling with.
4. **Who determines the level of support (Tiers I, II, III) for each student?** If a student is identified as needing instructional support, a team may meet to review information from the student's classroom work, screenings, State and district-wide assessments. This team may include the student's classroom teacher(s), the parent(s), building administration and other staff such as a reading teacher and school psychologist. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the support provided.
5. **What is progress monitoring?** Progress monitoring involves a frequent assessment of a student's performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs. How often a student's progress is monitored will vary in accordance with the level of intervention and the individual student's needs. In many cases, schools will monitor individual student

progress once every other week or as frequently as every week. The student's progress may be charted on a graph to see if growth is being made. This will help to identify if a gap exists between how the student is performing and what is expected of other students of the same age or grade. Progress monitoring also helps school staff know if instructional adjustments must be made.

6. **What information will parents receive in the RtI process?** Parents will continue to receive trimester report cards as well as regular updates regarding the child's progress in the classroom. In addition, schools will make progress monitoring information available to parents of students receiving Tier II and III levels of intervention. More specifically, parents of students requiring Tier II or Tier III support must be provided with information describing the:
    a. Amount and type of student performance data that will collected and the general education services that will be provided
    b. Strategies for increasing the student's rate of learning
    c. Parents right to request an evaluation for special education programs and/or services
7. **What if a student is not making progress even when provided with the most intense interventions at Tier III?** A small percentage of students do not make the expected progress and may require further evaluation to determine the reasons for the child's slow growth in skill development. Whenever there is concern that the student might have a disability affecting their ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student requires special education services. The information gathered through the RtI process must be considered as one aspect of this comprehensive assessment. If, at any time, a parent thinks that the child may have a disability, the parent may contact the building school psychologist, Coordinator of Special Education, or submit a written request to the school to have the student evaluated for special education services.
8. **How can I support my child?** There are many ways parents can support what their child is doing in school, such as:
    a. Making reading an everyday habit at home
    b. Regularly communicate with your child's teacher
    c. Monitor and assist with homework assignments
    d. Ask for regular progress monitoring reports
    e. Share your child's successes
    f. Learn more about the curricula and interventions being used in your child's school
    g. Attend parent/teacher conference and other school functions