

## SCHUYLERVILLE CENTRAL SCHOOL

### ACADEMIC INTERVENTION SERVICE PLAN – AIS

Schuylerville Central School district support additional instruction that supplements the regular education classroom instruction to assist students in achieving the learning standards in all academic areas. SCS also supports student services that address barriers to student progress in various academic settings and may include, as needed; school guidance, counseling, services to improve attendance and study skills.

Students who score below the designated performance levels on elementary, intermediate and commencement level State assessments, and students who lack reading readiness (K-3) will qualify for eligibility of AIS.

In addition to students who meet the following criteria, review of classroom performance, progress reports, report card grades, student records, recommendation and observation by student's teacher, administrators, counselors, pertinent school staff and parental input, will be included when recommendations for Academic Intervention Services.

At grade K-2, the introduction to intervention will be identified by the following:

- Kindergarten screening tools, teacher observation, classroom profiles, teacher/curriculum assessment tools and/or Early Reading Assessment
- A standardized pre/post assessment will be completed and will be utilized on entry and exit of services
- On-going benchmarking results w/AIMS Web assessment - 3 x year benchmark with initial administration in September
- Presentation of Fountas and Pinnell, with a wide variety of other instructional tools
- Additional collaboration to provide review of assessments in gauging student's ability level(s) in combination with K-2 core curriculum (to include reading readiness skills, his/her knowledge of sounds and letters)

Grade 3-5, the following guideline will determine the participation of students in the AIS program:

- Teacher and IST referrals
- Diagnostic screening utilized whenever there is indication of possible deficits in student's current academic abilities and intervention has been implemented
- On-going benchmarking results w/AIMSWeb – 3 x year benchmark (Reading and Math)
- Review of ESL assessment and progress reporting, where applies
- State Assessments with scores below proficiency level as defined:
  - Grade (3) MA 293                      ELA 299
  - Grade (4) MA 284                      ELA 296
  - Grade (5) MA 289                      ELA 297

Exit criteria – state designated performance level and/or district designated benchmark

Grades 6-8, the following guideline will determine the participation of students in the AIS program:

- On-going benchmarking results w/AIMSWeb
- Teacher and IST referral/Team meetings
- Review of ESL assessment and progress reporting, where applies
- State Assessments with scores below proficiency level as defined:
  - Grade (6) MA 289                      ELA 297
  - Grade (7) MA 290                      ELA 301
  - Grade (8) MA 293                      ELA 302

Exit criteria – state designated performance level and/or district designated benchmark.

Grades 9 – 12, the following guidelines will determine the participation of students in the AIS program:

- State Assessments with scores below proficiency level as defined:
  - Grade (8) MA 293                      ELA 302
- Selected New York State Regents Examinations, students who score 64 or below
- Review of ESL assessments and progress reporting, where applies

Exit criteria – state designated performance level, district designated benchmark, and/or passing grade on NYS Regents Examinations.

Current AIS services are delivered as follows:

ELEMENTARY K-5 -

Progress monitoring

Direct service via RTI deliver during the school day

MIDDLE SCHOOL –

Progress monitoring

Direct service via RTI deliver during the school day (6<sup>th</sup> grade)

Direct service AIS deliver during the school day (7<sup>th</sup> and 8<sup>th</sup>)

HIGH SCHOOL –

Progress monitoring

Direct Service during school day

Direct service – after normal school hours

RTIM Direct – is the database utilized in generating communication from school to home, documentation and tracking of progress, identification of services and enables teachers and administrator to regulate progress of students on a quarterly basis. Communication ranges from individual notification of entry and exit, and progress reporting.

District AIS procedures are available in the District website, is available upon request and are included in the yearly Title 1 review.