

OCEANSIDE SCHOOL DISTRICT
280211030000

ACADEMIC INTERVENTION SERVICES
(AIS)

2016-2018

ACADEMIC INTERVENTION SERVICES

DEFINITION

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

Academic Intervention Services are intended to assist students who are at risk of not achieving the state's learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments.

DISTRICT PLANNING TEAM

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

Phyllis S. Harrington, Superintendent of Schools
TBD, Assistant Superintendent-Curriculum, Instruction & Research

Beth Ziropiannis, Director, English Language Arts and ESL K-12
Debra Kienke, Executive Director of Special Education
Allison Glickman-Rogers, Principal, Oceanside Middle School
Gregory Sloan, Associate Principal, Oceanside High School
Jessica W. Keegan, Elementary Curriculum Supervisor
Joanna Kletter, Principal, School #4
Diane Provvido, Principal, School #5
Julie McGahan, Principal, School #6
Melissa Sellitti, Reading Teacher, School #6
Nancy Varthalamis, Reading Teacher, School #2
Laura Smith, Reading Teacher, School #9E
Stephanie Williams, Reading Teacher, School #9E

IMPLEMENTATION/TRAINING OF ADMINISTRATORS/TEACHERS

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

DATA ANALYSIS

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

STUDENT IDENTIFICATION

The district has an ongoing system of student identification.

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

The district monitors students' literacy progress on a local and state level through ongoing formative and summative assessments. In grades K-2, formative assessments include observation and running records through guided reading, ELA benchmark assessments, and Math benchmark assessments. Summative assessments include the Developmental Reading Assessment 2, administered in the fall and the spring. Literacy skills in grades 2-8 are assessed using assessments including, but not limited to, standardized tests, State tests, criterion referenced tests, local assessments, Individual Reading Inventories, guided reading and classroom performance.

The district monitors students' mathematical progress in kindergarten through grade 2 using district developed grade level math assessments. Mathematical skills in grades 3-8, are assessed using standardized tests; State tests, criterion referenced tests and classroom performance.

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

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

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

Under the district supervision of Pupil Personnel Services, all buildings have in place a child study team that includes its building administrators, school psychologist, support personnel and teachers. The team determines which AIS services best meet the needs of each identified student. A Response to Intervention approach integrates the assessment and intervention procedures in order to maximize student performance.

FUNDING

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

MONITORING/EVALUATION/ BIENNIAL REVIEW

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

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

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

The District Academic Intervention Services plan shall be reviewed biennially.

RECORDKEEPING

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

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

A copy of all parent notification letters related to academic intervention services will be kept on file in the student's AIS folder. Documentation of parent-teacher contacts for students in the AIS program shall also be kept in the student's AIS folder.

PARENTAL NOTIFICATION & INVOLVEMENT

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

The commencement of services notification will include:

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

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

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

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

ACADEMIC INTERVENTION PLAN FOR THE 2016-2018 SCHOOL YEARS

Kindergarten Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
Kindergarten ELA	<ul style="list-style-type: none"> • Kindergarten Screening • November Checklist • January/June Assessment • Fountas & Pinnell (F&P) • Topic and/or Unit Assessments 	<ul style="list-style-type: none"> • Kindergarten Screening – below 7th percentile • Below level performance on Unit Benchmarks (below 70%) or report cards (level 1) • Teacher recommendation anchored in data • CST input • F&P – A in February 	<ul style="list-style-type: none"> • Extra help by teacher • Monitoring of progress • Student support/PPS services • Summer School • Reading Intervention 	<ul style="list-style-type: none"> • Report Card scores 3 or 4 • Teacher recommendation anchored in data • F&P – Student meeting appropriate reading level at time of evaluation (e.g. Level C in March) • Unit Benchmark Assessments above 80% • Informal/formal classroom assessments
Math	<ul style="list-style-type: none"> • Kindergarten Screening • November Checklist • January/June Assessment • Topic and/or Unit Assessments 	<ul style="list-style-type: none"> • Kindergarten Screening – below 7th percentile • Below level performance on Unit Benchmarks (below 70%) or report cards (level 1) • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Monitoring of progress • Student support/PPS services • Summer School 	<ul style="list-style-type: none"> • Report Card scores 3 or 4 • Teacher recommendation anchored in data • F&P – D or above • Unit Benchmark Assessments above 80% • Informal/formal classroom assessments

1 ST Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
1 st Grade ELA	<ul style="list-style-type: none"> • June Assessment (from Kindergarten) • Developmental Reading Assessment (DRA2) • Reading Recovery Checklist • New entrant screening • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • F&P Level C or below • DRA Level 4 or below • Kindergarten EOY ELA Assessment: Score of 70% or below • Performance on RS Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Reading Intervention • Reading Recovery • Monitoring of progress • Student support/PPS services • Summer School • Targeted guided reading 	<ul style="list-style-type: none"> • DRA Student meeting appropriate reading level at time of evaluation (e.g. 12/14 in March) • First grade EOY ELA Assessment: Score of 70% or above • Performance on RS Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Math	<ul style="list-style-type: none"> • enVisionMath topic Assessments and End of Year Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Kindergarten EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher [Math Intervention] • Monitoring of progress [Math Intervention] • Student support/PPS services • Summer School 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input

2nd Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
2 nd Grade ELA	<ul style="list-style-type: none"> • Early Literacy Profile • DRA2 • New entrant screening • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • DRA Level 16 or below • First Grade EOY ELA Assessment: Score of 70% or below • Performance on RS Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period • Targeted guided reading • Reading Intervention • Monitoring of progress • Student Support/PPS services • Summer School 	<ul style="list-style-type: none"> • DRA: Student meeting appropriate reading level at time of evaluation (e.g. 24 in March) • Second Grade EOY ELA Assessment: Score of 70% or above • Performance on RS Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Math	<ul style="list-style-type: none"> • enVisionMath topic Assessments and End of Year Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period • Math Intervention • Monitoring of progress • Student support/PPS services • Summer School 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input

3Rd Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
3 rd Grade ELA	<ul style="list-style-type: none"> • ELA Local Assessment • Early Literacy Profile • ELA 3 NYS Assessment • New entrant screening • DRA2/Benchmark Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • DRA: Level 28 or below • Second Grade EOY ELA Assessment: Score of 70% or below • Performance on RS Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period • Reading Intervention • Monitoring of progress • Student support/PPS services • Summer School 	<ul style="list-style-type: none"> • DRA: Student meeting appropriate reading level at time of evaluation (e.g. 34 in March) • Third Grade EOY ELA Assessment: Score of 70% or above • Performance on RS Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Math	<ul style="list-style-type: none"> • Gr.2 Oceanside Local & Curriculum Assessment • Gr.2 Oceanside Summative Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period • Math Intervention • Monitoring of progress • Summer School 	<ul style="list-style-type: none"> • Third Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input

4 th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
4 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New entrant screening • DRA2/Benchmark Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 3 Assessment • DRA: Level 38 or below • RS Baseline Test: Score of SI (Strategic Intervention) • Third Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period • Reading Intervention • Monitoring of progress • Student support/PPS services • Summer School 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 4 Assessment • DRA: Student meeting appropriate reading level at time of evaluation (e.g. 40) • RS Baseline Test: Score of O (On level or above) • Fourth Grade EOY ELA Assessment: Score of 70% or above • Performance on RS Unit Benchmarks: 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVisionMath Assessments • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 3 Assessment • Third Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Extra Help by teacher • Classroom X Period • Math Intervention • Monitoring of progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 4 Assessment • Fourth Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input

5th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
5th Grade ELA	<ul style="list-style-type: none"> NYS ELA Assessment New Entrant Screening DRA2/Benchmark Assessment Topic and/or Unit Assessment 	<ul style="list-style-type: none"> State-determined cut score on NYS ELA 4 Assessment DRA: Level 50 or below RS Baseline Test: Score of SI (Strategic Intervention) Fourth Grade EOY ELA Assessment: Score of 70% or below Performance on RS Unit Benchmarks: 70% or below Report Card: Score of level 1 Teacher recommendation anchored in data CST input 	<ul style="list-style-type: none"> Instructional support by subject teacher Classroom X period Reading Intervention Monitoring of progress Summer School Student support/PPS services 	<ul style="list-style-type: none"> Above State-determined cut score on ELA 5 Assessment DRA: Student meeting appropriate reading level at time of evaluation (e.g. 50) RS Baseline Test: Score of O (On Level or above) Fifth Grade EOY Assessment: Score of 70% or above Performance on RS Unit Benchmarks: 70% or above Report Card: Score of level 3 or above Teacher recommendation anchored in data CST input
Math	<ul style="list-style-type: none"> NYS Math Assessment enVisionMath Assessments Topic and/or Unit Assessment 	<ul style="list-style-type: none"> State-determined cut score on NYS Math 4 Assessment Fourth Grade EOY enVision Math Assessment: Score of 70% or below Performance on enVision Unit Benchmarks: 70% or below Report Card: Score of level 1 Teacher recommendation anchored in data CST input 	<ul style="list-style-type: none"> Instructional support by subject teacher Classroom X Period Monitoring of progress Summer School Student support/PPS services 	<ul style="list-style-type: none"> Above State-determined cut score on Math 5 Assessment Fifth Grade EOY enVision Math Assessment: Score above 70% Performance on enVision Unit Benchmarks: Score above 70% Report Card: Score of level 3 or above Teacher recommendation anchored in data CST input
Science	<ul style="list-style-type: none"> NYS Grade 4 Elementary Science Test (ELST) Classroom Assessments 	<ul style="list-style-type: none"> Level 1 or 2 on ELST4 below benchmark Teacher recommendation anchored in data 	<ul style="list-style-type: none"> Instructional support by subject teacher Classroom X Period Monitoring of progress Student support/PPS services 	<ul style="list-style-type: none"> Classroom performance – 70% or above Teacher recommendation

6th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
6 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New Entrant Screening • DRA2/Benchmark Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 5 Assessment • DRA: Level 60 or below • RS Baseline Test: Score of SI (Strategic Intervention) • Fifth Grade EOY ELA Assessment: Score of 70% or below • Performance on RS Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X period • Reading Intervention • Monitoring of progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 6 Assessment • DRA: Student meeting appropriate reading level at time of evaluation (e.g. 60) • RS Baseline Test: Score of O (On Level or above) • Sixth Grade EOY Assessment: Score of 70% or above • Performance on RS Unit Benchmarks: 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVisionMath Assessments • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 5 Assessment • Fifth Grade EOY enVision Math Assessment: Score of 70% or below • Performance on Digits Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • CST input 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X Period • Monitoring of progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 6 Assessment • Sixth Grade EOY Digits Math Assessment: Score above 70% • Performance on Digits Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • CST input
Science	<ul style="list-style-type: none"> • NYS Grade 4 Elementary Science Test (ELST) • Classroom Assessment 	<ul style="list-style-type: none"> • Below benchmark on ELST and/or • Classroom Performance – 70% or below • Teacher recommendation anchored in data 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X Period • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Classroom performance – 70% or above • Teacher recommendation

7th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
7 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 6 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 6 Assessment • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • NYS Gr 4 ELST • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation • Level 1 or 2 on NYS Gr 4 ELST 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • On level performance on classroom tests and work expectation • Teacher Recommendation • Above 70% grade level performance
Soc. Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above 70% performance on classroom tests and work expectations • Teacher recommendation

8th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
8 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 7 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 7 Assessment • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above benchmark on NYS Science 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Soc. Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Teacher Recommendation • Above 70% grade level performance

9th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
9 th Grade ELA	<ul style="list-style-type: none"> NYS Gr.8 English Language Arts Assessment (ELA 8) Topic and/or Unit Assessment Classroom Assessments 	<ul style="list-style-type: none"> State-determined cut score for NYS ELA 8 Assessment Recommendation from Middle School Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – English Resource Center Conference Period Remedial Reading Readings in World Literature Collaborative Class Summer School Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> 75% or above in course with teacher recommendation Grade level or higher on the Gates assessment
Math	<ul style="list-style-type: none"> NYS Gr.8 Math Assessment Topic and/or Unit Assessment 	<ul style="list-style-type: none"> State-determined cut score for NYS Math 8 Assessment Recommendation from Middle School Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – Math Resource Center Regents Prep Extra Lab Class Collaborative Class Summer School Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> 70% or above in course and Passing Regents (70% or above) and/or teacher recommendation
Science	<ul style="list-style-type: none"> NYS Gr.8 Science Assessment Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Below benchmark on NYS Science Assessment and/or Recommendation from Middle School Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – Science Resource Center Evening Regents Prep Reading/Writing Support Remedial Reading Collaborative Class Science Skills Class Summer School Progress monitoring Student support/PPS services 	<ul style="list-style-type: none"> Passing Regents and/or 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> Quarterly, Midterm exams Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Recommendation from Middle School Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – Social Studies Resource Center Reading/Writing Support Remedial Reading Collaborative Class Conference Period Progress monitoring Summer School Student support/PPS services 	<ul style="list-style-type: none"> 70% or above in course with teacher recommendation

10th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
10 th Grade ELA	<ul style="list-style-type: none"> NYS ELA 8 Assessment Topic and/or Unit Assessment 	<ul style="list-style-type: none"> State-determined cut score for NYS ELA 8 Assessment Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – English Resource Center Readings in World Literature Remedial Reading OHS Castleton ESL Support Summer School Progress Monitoring Conference Period Student support/PPS services 	<ul style="list-style-type: none"> 75% or above in course with teacher recommendation Grade level or higher on the Gates assessment
Math	<ul style="list-style-type: none"> Math Integrated Algebra Regents Geometry Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failing Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – Math Resource Center Regents Prep Foundations of Algebra & Coordinate Geometry Summer School OHS Castleton Progress Monitoring Student support/PPS services 	<ul style="list-style-type: none"> Passing Regents and/or 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> Science Regents Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Failing Regents and/or Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – Science Resource Center Evening Regents Prep Double Period Science Summer School OHS Castleton Collaborative Class Science Skills Class Progress Monitoring Student support/PPS services 	<ul style="list-style-type: none"> Passing Regents and/or 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> Quarterly, Midterm exams Topic and/or Unit Assessment 	<ul style="list-style-type: none"> Recommendation from teacher/counselor Below 70% grade level performance 	<ul style="list-style-type: none"> Extra Help – SS Resource Ctr. Evening Regents Prep Remedial Reading Conference Period Global Skills Summer School OHS Castleton Student support/PPS services Progress Monitoring Student support/PPS services 	<ul style="list-style-type: none"> Passing Regents and/or 70% or above in course with teacher recommendation

11th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
11 th Grade ELA	<ul style="list-style-type: none"> • NYS Grade 8 ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Center • Evening Regents Prep • American Literature Skills • OHS Castleton • Conference Period • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment • Passing Regents
Math	<ul style="list-style-type: none"> • Math Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Summer School • OHS Castleton • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Double Period Science • Summer School • OHS Castleton • Progress Monitoring • Student Support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Global History Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Social Studies Resource Center • Evening Regents Prep • Remedial Reading • Global Skills • US Skills • Summer School • OHS Castleton • Conference Period • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation

12th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
12 th Grade ELA	<ul style="list-style-type: none"> • English Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Centre • Evening Regents Prep • Summer School • OHS Castleton • American Literature Skills • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment • Passing Regents
Math	<ul style="list-style-type: none"> • Math Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Summer School • OHS Castleton • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Double Period Science • Summer School • OHS Castleton • Collaborative Class • Science Skills Class • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • US History Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Social Studies Resource Center • Evening Regents Prep • Remedial Reading • Summer School • OHS Castleton • Skills Class • Student Support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation

INSTRUCTIONAL GRADE-LEVEL EQUIVALENCE CHART

Grade	Fountas & Pinnell Level	Basal Level	Reading Recovery Level	Rigby Level	DRA Level
Kindergarten	A	Readiness	1	1-2	A, 1, 2
Kindergarten	B		2	3-4	
Kindergarten	C	PP1	3, 4		
Kindergarten	D	PP2	5, 6	6	4
Grade 1	E	PP3	7, 8	7	6, 7, 8
Grade 1	F	Primer	9, 10	8	10
Grade 1	G		11, 12	9	12
Grade 1	H	Grade 1	13, 14	10	14
Grade 1	I	Grade 1	15, 16	11	16
Grade 1	J	Grade 1	17, 18	12	18
Grade 2	K		19, 20	13-14	20
Grade 2	L			15	24-28
Grade 2	M			16-17	
Grade 3	N	Grade 3		18	30
Grade 3	O			19	
Grade 3	P			20	34-38
Grade 4	Q	Grade 4			40
Grade 4	R				
Grade 4	S				44
Grade 5	T	Grade 5			
Grade 5	U				
Grade 5	V				
Grade 6	W	Grade 6			
Grade 6	X				
Grade 6	Y				
Grade 7, 8 And Above	Z	Grade 7, 8			

FOUNTAS AND PINNELL INDEPENDENT TEXT READING LEVELS REALIGNED FOR COMMON CORE STATE STANDARDS

This chart shows target text reading levels for independent reading for students on grade level for each month during the school year. Guided reading instructional levels would be 1-2 levels higher with shared reading instructional levels 3-6 levels higher.

	1	2	3	4	5	6	7	8	9	10
K	--	--	A	A/B	A/B	B	B	C	C	C/D
1	C/D	D/E	E	E/F	F	G	G/H	H	I	I/J
2	I/J	J	J	J/K	K	K/L	L	L	M	M/N
3	M/N	M/N	N/O	N/O	N/O	O/P	O/P	P/Q	P/Q	P/Q
4	P/Q/R	P/Q/R	Q/R/S	Q/R/S	R/S	R/S/T	R/S/T	S/T	S/T/U	S/T/U
5	S/T/U	S/T/U	S/T/U	S/T/U	T/U/V	T/U/V	U/V	U/V	U/V/W	U/V/W
6	U/V/W	V/W	V/W/X	V/W/X	W/X	W/X	W/X	W/X/Y	W/X/Y	W/X/Y
7	W/X/Y	W/X/Y	X/Y	X/Y	X/Y	X/Y	X/Y	Y/Z	Y/Z	Y/Z
8	Y/Z	Y/Z	Y/Z/ Adult Lit	Y/Z/ Adult Lit	Y/Z/ Adult Lit	Y/Z/ Adult Lit	Y/Z/ Adult Lit	Z/ Adult Lit	Z/ Adult Lit	Z/ Adult Lit

OCEANSIDE PUBLIC SCHOOLS
Individual Student Record of Academic Services
ELEMENTARY

STUDENT: _____ School: _____

Grade Level: _____ Classroom Teacher _____

Entry Criteria Used (check any that apply):

- Fountas and Pinnell Benchmark Assessment
- DRA2
- Standardized Testing
- Reading Recovery Checklists
- enVision Math Assessments
- Teacher/CST Recommendation

Other (describe) _____

Date Service Started: _____

Date of Notice to Parent: _____

Dates of Parent Conference: _____

1) _____ 2) _____

Dates of Progress Reports to Parents _____

1) _____ 2) _____ 3) _____

Type of Service Provided (check any that apply):

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

- extra help by teacher _____
- classroom X-period _____
- reading intervention _____
- Reading Recovery _____
- non-mandated services _____
- summer school _____
- monitoring progress _____
- targeted guided reading _____
- student support/PPS services _____

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

- extra help by teacher _____
- classroom X-period _____
- math intervention _____
- non-mandated services _____
- monitoring progress _____
- summer school _____
- student support/PPS services _____

Name of Service Provider(s) _____

Date of CST Meeting (s) _____

Exit Criteria Used _____

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

OCEANSIDE PUBLIC SCHOOLS

Individual Student Record of Academic Intervention Services

Oceanside Middle School

Student _____ **Counselor** _____

Grade _____ **School Year** _____

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

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

English Language Arts

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

Mathematics

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

Provider _____ Position _____ Start Date _____ Recommended to continue <input type="checkbox"/> Recommended for progress monitoring <input type="checkbox"/> Exit <input type="checkbox"/> Exit Criteria _____
Provider _____ Position _____ Start Date _____ Recommended to continue <input type="checkbox"/> Recommended for progress monitoring <input type="checkbox"/> Exit <input type="checkbox"/> Exit Criteria _____ Exit Date _____ Date of Exit Notice to Parents _____

AIS Folder Contains	
Entrance Letter	<input type="checkbox"/>
Exit Letter	<input type="checkbox"/>
Parent Meeting Minutes	<input type="checkbox"/>
CST minutes	<input type="checkbox"/>
Progress reports	<input type="checkbox"/>
Report cards	<input type="checkbox"/>
Summer School Report Cards	<input type="checkbox"/>

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

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

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

OCEANSIDE HIGH SCHOOL

Individual Student Record of Academic Intervention Services

Student Name: _____ Counselor: _____

Subject Area	8 TH grade NYS Exam	Regents Exam	Class Grade	Teacher/Counselor Rec.	EXIT DATE	EXIT CRITERIA
English						
Social Studies						
Math						
Science						

Meeting Dates: _____

ENGLISH

SERVICE	9	10	11	12
Remedial Reading				
Reading World Lit.				
American Lit. Skills				
Conference Period				
Regents Prep				
ESL Support				
Reduced Student/Teacher Ratio				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

SOCIAL STUDIES

SERVICE	9	10	11	12
<i>Global History Skills</i>				
<i>US History Skills</i>				
<i>Conference Period</i>				
<i>Reading Skills</i>				
<i>Regents Prep</i>				
<i>ESL Support</i>				
<i>Reduced Student/Teacher Ratio</i>				
<i>Alternative School</i>				
<i>Progress Monitoring</i>				
<i>Other</i>				
<i>Other</i>				

SCIENCE

SERVICE	9	10	11	12
Science Skills				
Regents Prep				
Reading Skills				
Reduced Student/Teacher Ratio				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

MATH

SERVICE	9	10	11	12
Reduced Student/Teacher Ratio				
Regents Prep				
ESL Support				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

Editable Template – AIS Invitation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School district is committed to supporting educational programs for all students. The goal of these services is to assist students in overcoming their difficulties, raise their level of achievement, and help them successfully meet the New York State Learning Standards and the requirements which accompany them.

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

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

This placement was made after considering your child's score on one or more of the tests checked:

- _____ DRA 2 or Fountas and Pinnell Assessment
- _____ NYS English Language Arts (ELA) Assessment
- _____ NYS Math Assessment
- _____ NYS Science Assessment
- _____ Classroom Assessments
 - _____ Reading
 - _____ Math
 - _____ Other

AIS services may be given as In-class-Progress Monitor by the classroom teacher _____

Pull-out service _____

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

Sincerely,

-----, Principal

Cc: Student AIS file

Editable Template – AIS Discontinuation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School district is committed to supporting educational programs for all students. As you know, the district provides appropriate intervention services to all qualifying students. Last year, your child participated in these services. The goal of these services is to assist students in overcoming their difficulties, raise their level of achievement, and help them successfully meet the New York State Learning Standards and the requirements which accompany them.

During the _____ school year, your child received academic intervention services in:

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

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

_____ DRA2 or Fountas and Pinnell Assessment
_____ NYS English Language Arts (ELA) Assessment
_____ NYS Mathematics Assessment
_____ NYS Science Assessment
_____ Other _____

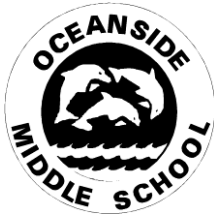
I am sure you are proud of your child's achievement and thank you for your support at home. Please be assured that your child's progress will continue to be monitored. If intervention assistance should be needed in the future, you will be notified.

If you have any questions about this change in service, please call me.

Sincerely,

-----, Principal

Cc: Student AIS file



Oceanside Middle School
New York State School of Excellence

186 Alice Ave
Oceanside, New York 11572
Phone: (516) 678-8518
Fax: (516) 594-2365

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

Christina Sapienza, Ed.D
Assistant Principal
CSapienza@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

Date: _____

To the Parent/Guardian of
«FIRST» «LAST»
«ADDRESS»
«CITY_STATE_ZIP»

Dear Parent/Guardian:

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

As a result your child will receive «PROG» «Schedule» «PROG_2» «Schedule_2» because he/she is at risk of not achieving the New York State Standards. The additional support is designed to help your child make progress toward meeting the state standards.

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

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

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs

cc: Student AIS file

«TEAM»



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

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

Christina Sapienza, Ed.D
Assistant Principal
CSapienza@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

To the Parent/Guardian of:
«FIRST» «LAST»
«ADDRESS»
«CITY»

Dear Parent/Guardian:

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

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

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

Sincerely,

A handwritten signature in cursive script that reads 'Allison Glickman-Rogers'.

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs

cc: Student AIS file
«TEAM»



Oceanside High School

3160 Skillman Ave.

Oceanside, NY 11572-4495

Phone (516) 678-7526 Fax (516) 678-2753

Phyllis S. Harrington, Ed.D.

Superintendent

(email) pharrington@oceansideschools.org

Geraldine DeCarlo

Principal

(email) gdecarlo@oceansideschools.org

Date: _____

To the Parents/Guardian of _____

Your child has been receiving a form of academic intervention this year. This is being provided after considering your child's score on one or more of the test checked below:

- _____ New York State English Language Arts Assessment (ELA)
- _____ New York State Math Assessment
- _____ New York State Science Assessment
- _____ New York State Regents Examination in _____

or because of:

_____ Academic Performance _____
(subject)

Your child is currently receiving the following Academic Intervention Service(s):

This additional support is being provided to help your child gain the knowledge and skills necessary to satisfactorily meet the New York State standards in English/Language Arts, Mathematics, Social Studies, and Science. We will continue to evaluate your child's performance and the need for continued service during the course of the year. You will receive quarterly progress reports and report cards so that you can monitor this as well.

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teachers. If you have any questions, please contact your child's guidance counselor. If you would like to set up a parent conference, please contact your child's teacher(s).

Sincerely,

Geraldine DeCarlo
Principal