

Rockville Centre Schools
Academic Intervention Services Plan
2022-2024



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Academic Intervention Services Plan **2022-2024**

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I. Introduction

Program Overview

The Rockville Centre School District prides itself on providing high quality curriculum and educational experiences to all students. In order to reach our goal, it is sometimes necessary to provide additional support to students in the form of Academic Intervention Services (AIS) and/or Response to Intervention (RTI).

The Rockville Centre School District provides AIS/RTI to students who score below the State designated performance level on State exams and/or who are at risk of not achieving the NYS Learning Standards.

AIS/RTI at the elementary level is designed to help eligible K – 5 students achieve the NYS Learning Standards in English language arts and mathematics in grades K – 5 and science in grade 4. At the secondary level students in grades 6-12 who scored a level 1 or 2 on the New York State exam administered throughout the year as well as students who are not meeting grade level expectations/failing an academic subject area are eligible for AIS.

Elements of our AIS/RTI model include:

1. Universal screening in reading and math (NWEA) in grades K-8 (3x a year in grades K-6, 2x a year in grades 7-8).
2. Increasing levels of targeted support for students who struggle with learning or social/emotional issues.
3. Student data to inform instructional decisions and academic plans

Tier 1 instruction is the core instruction for all students, which is standards-based and differentiated. Differentiated instruction is aimed to match all students' learning styles and needs. **Tier 2** is targeted small group instruction (within and outside the classroom) and support classes. **Tier 3** interventions can include increased duration and intensity as well as computer-based supports. Teachers often use formal and informal assessments to discuss interventions.

The level and duration of services is determined by the classroom teacher, appropriate specialists, and instructional support teams using assessment data, classroom performance and teacher observation.

Mission Statement

The mission of the Rockville Centre Public Schools is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected and all students are enabled to realize their full potential.

In order to accomplish this mission every effort is made to provide our students with the necessary coursework and assistance so that they may reach their full potential. The Rockville Centre School District has developed an Academic Intervention Services Plan that reflects our mission and the State Education Department Regulations.

Definition

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

Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students, provided that such services shall be consistent with the student's individualized education plan.

<http://www.p12.nysed.gov/part100/pages/1001.html#g>

Parental Notification and Involvement

The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. The letter shall be provided in English and translated, when appropriate into the native language of the parent. The letter shall include a summary of the Academic Intervention Services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.

Parents will receive reports, via the report card, denoting student progress. Teachers will be available to attend parent/teacher conferences or by phone each semester. Parents may request suggestions for working with their child at home to further reinforce individual objectives for the child.

At PTA meetings throughout the school year, topics will address the state standards, the state assessments, and resources for parents in assisting their child. Websites will be identified which link state standards to resources for parents, for example, <https://www.engageny.org/next-generation-learning-standards> .

AIS - Remote Learning - K-12

In the event remote learning is required, AIS/RTI services will continue. The District's AIS teachers will communicate to students and families. The teachers will use the Seesaw (K-2), Google Classroom (3-12) or other appropriate educational platforms. Teachers will make note of who is responding, submitting classwork/assignments and attending live sessions. The classroom or content area teacher collaborates with the AIS/support teachers to help provide resources and support to complete the assigned work or work on targeted skills. The teachers work together to help the students become engaged in the remote learning environment and support their learning needs.

Termination of Academic Intervention Services

Students may display significant progress while receiving AIS/RTI. AIS services may be terminated if one of the following criteria have been met:

- Score proficient on the NYS tests
- Progress monitoring shows student has met established district benchmarks and would not be in jeopardy of scoring below proficiency on the next NYS assessment in that subject area

Record Keeping

The AIS/RTI teacher for each eligible student will maintain individual folders. Each student's folder will include:

Assessment results
Parent conference reports
Student progress reports
Parent notification letters
Samples of student work

Eligibility for Academic Intervention Services

Multiple measures will be used for determining eligibility for AIS/RTI services. These measures may include:

- NYS ELA Assessments 3-8
- NYS Math Assessments 3-8
- NWEA Measure of Academic Progress (MAP)
- Fountas and Pinnell Benchmark Assessment
- Classroom performance/Student work samples
- District created ELA/math assessments
- QRI-5
- Running Records
- Classroom teacher recommendation
- Leveled Literacy Assessment

Description of Services

AIS/RTI services will be provided by a school district staff member during the regular school day. Every year, each school will analyze its population of students eligible for AIS/RTI and select scheduling and intensity of service options that best meet the needs of its individual students. These options may include:

- Number of times per week (1 – 5 sessions weekly)
- Amount of time per session (progress monitoring* to 1 hour or more of direct AIS service)

***Progress Monitoring** of a student's performance is an appropriate AIS option for students who:

- Score below the state designated performance level on state assessments but show relatively little risk of not meeting state learning standards

Monitoring activities include regular progress checks, further assessments as needed, and meetings with the classroom teacher to update progress and adjust instruction if necessary. Records of monitoring activities and parent communication should be kept in student's cumulative folder, as are all AIS services.

Intensity of Services

The intensity of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district

Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:

High Intensity Need: The multiple measures indicate that the child is an extremely high level "at risk" student in terms of being able to perform on level with her/his peers.

Moderate Intensity Need: The multiple measures indicate that the child is a moderately high level "at risk" student in terms of being able to perform on level with her/his peers.

Low Intensity Need: The multiple measures indicate that the child is a lower level "at risk" student in terms of being able to perform on level with her/his peers.

**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2020-2022**

II. Procedures to Determine AIS Instructional Need/AIS Discontinuance

*IST: Instructional Support Team (formerly CST)

Kindergarten	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ Kindergarten Screening - DIAL-3 ▪ Early Literacy Profile (Rhyming Assessment) ▪ Foundations Inventory Assessment ▪ Classroom Performance ▪ Previous Testing Data ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> ▪ Below ELP benchmarks (Rhyming) ▪ Assessment by classroom and Academic Support Teacher ▪ Assessment by * IST (as needed) ▪ NWEA MAP <41 percentile ▪ Average Unit Assessments at <75% 	<ul style="list-style-type: none"> • Meeting grade level benchmarks of ELP • Teacher assessments indicating on- grade level performance • Reevaluation by IST • NWEA Map >41 percentile • Average Unit Assessments at >75%
Mathematics	<ul style="list-style-type: none"> ▪ Kindergarten Screening ▪ Classroom Performance ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> • Lacking math readiness skills • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) • NWEA MAP <41 percentile • Average Unit Assessments at <75% 	<ul style="list-style-type: none"> • Mastery of concepts and skills • Teacher assessments indicating on-grade level performance • Reevaluation by IST • NWEA MAP > 41 percentile • Average Unit Assessments at > 75%

Grade 1	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ Observation Survey (Marie Clay) ▪ Kindergarten Teacher Recommendation ▪ Foundations Inventory Assessment ▪ Classroom Performance ▪ Previous Testing Data ▪ Rigby PM Benchmarks ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Academic Support Teacher as below level performance • Assessment by IST (as needed) • Level 2 or less on Rigby PM • NWEA MAP < 41 percentile • Average Unit Assessments at <75% 	<ul style="list-style-type: none"> • Teacher assessments indicating on- grade level performance • Reevaluation by IST • Guided Reading Level • NWEA MAP > 41 percentile • Average Unit Assessments at > 75%

Mathematics	<ul style="list-style-type: none"> ▪ Kindergarten Teacher Recommendation ▪ Classroom Performance ▪ RVC Math Assessments ▪ Previous Testing Data ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Classroom and Academic Support Teacher • Average assessments at < 75% • Assessment by IST (as needed) • NWEA MAP <41 percentile 	<ul style="list-style-type: none"> • Mastery on concepts and skills assessments • Reevaluation by IST • NWEA MAP >41 percentile • Average Unit Assessments at >75%

Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 2	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ Qualitative Reading Inventory (QRI) ▪ One to One Reading Data ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) • NWEA MAP <41 percentile • Average Unit Assessments at < 75% 	<ul style="list-style-type: none"> • Teacher assessments indicating on- grade level performance • QRI • Reevaluation by IST • NWEA MAP > 41 percentile • Average Unit Assessments at > 75%
Mathematics	<ul style="list-style-type: none"> ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ RVC Math Assessments ▪ Previous Testing Data ▪ NWEA MAP for Primary Grades ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Classroom and Academic Support Teacher • Average assessments at < 75% • Assessment by IST (as needed) • NWEA MAP <41 percentile 	<ul style="list-style-type: none"> • Mastery on concepts and skills assessments • Reevaluation by IST • NWEA MAP >41 percentile • Average Unit Assessments at >75%

Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 3	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ Qualitative Reading Inventory (QRI) ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ Achievement Testing ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Academic Support Teacher • Assessment by IST • NWEA MAP <41 percentile • Average Unit Assessment at < 75% 	<ul style="list-style-type: none"> • Teacher assessments indicating on- grade level performance • Reevaluation by IST • QRI • NWEA MAP >41 percentile • Average Unit Assessments at > 75%
Mathematics	<ul style="list-style-type: none"> ▪ RVC Math Assessments ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 	<ul style="list-style-type: none"> • Assessment by Classroom and Academic Support Teacher • Average assessments at < 75% • Assessment by IST (as needed) • NWEA MAP < 41 percentile 	<ul style="list-style-type: none"> • Mastery of concepts and skills • Teacher assessments indicating on- grade level performance • NWEA MAP >41 percentile • Reevaluation by IST • Average Unit Assessments at >75%

* Yearly, NYSED provides scale score ranges to determine eligibility for AIS/RIT. These ranges are posted on the RVC website.

Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 4	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ NYS ELA Gr 3 Assessment ▪ Informal Reading Inventory ▪ Qualitative Reading Inventory (QRI) ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ Achievement Testing ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 	<ul style="list-style-type: none"> • Levels 1 and 2* in ELA • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) • NWEA MAP <41 percentile • Average Unit Assessment at < 75% 	<ul style="list-style-type: none"> ▪ A level 3 or 4 on the NYS ELA ▪ Teacher assessments indicating on- grade level performance ▪ NWEA MAP > 41 percentile ▪ Woodcock-Johnson Reading and Language Subtests at the 50%ile (Level 1) ▪ Reevaluation by IST ▪ Average Unit Assessments at > 75%

Mathematics	<ul style="list-style-type: none"> ▪ NYS Gr. 3 Math Assessments ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ Achievement Testing ▪ RVC Math Assessments ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 	<ul style="list-style-type: none"> • Levels 1 or 2* on NYS Math Assessment • Assessment by Classroom and Academic Support Teacher • Average assessments at < 75% • Assessment by IST (as needed) • NWEA MAP <41 percentile 	<ul style="list-style-type: none"> ▪ A level 3 or 4 on the NYS Math ▪ Mastery of concepts and skills ▪ Teacher assessments indicating on- grade level performance ▪ NWEA MAP >41 percentile ▪ Reevaluation by IST ▪ Average Unit Assessments at >75%
Science	<ul style="list-style-type: none"> ▪ NYS Science 4 Assessment ▪ Teacher Recommendation ▪ Classroom Performance 	<ul style="list-style-type: none"> • Levels 1 and 2 in Science • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) 	<ul style="list-style-type: none"> • Teacher assessments indicating on- grade level performance • Reevaluation by IST

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Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 5	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ NYS ELA Gr. 3/4 Assessments ▪ Achievement Testing ▪ Informal Reading Inventory ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 	<ul style="list-style-type: none"> • Levels 1 and 2* in ELA • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) • NWEA MAP < 41 percentile • Average Unit Assessment at < 75% 	<ul style="list-style-type: none"> • A level 3 or 4 on the NYS ELA • Teacher assessments indicating on- grade level performance • Reevaluation by IST • NWEA MAP >41 percentile • Average Unit Assessments at >75%
Mathematics	<ul style="list-style-type: none"> ▪ NYS Gr. 3/4 Math Assessments ▪ Achievement Testing ▪ Classroom Teacher Recommendation ▪ Classroom Performance ▪ RVC Math Assessments 	<ul style="list-style-type: none"> • Levels 1 or 2* on NYS Math Assessment • Assessment by Classroom and Academic Support Teacher • Average assessments at < 75% • Assessment by IST (as needed) • NWEA MAP < 41 percentile 	<ul style="list-style-type: none"> • A level 3 or 4 on the NYS Math • Woodcock-Johnson Mathematics Subtest at the 50%ile (Level 1) • Teacher assessments indicating on- grade level performance • NWEA MAP >41 percentile • Reevaluation by IST

	<ul style="list-style-type: none"> ▪ NWEA Measure of Academic Progress (MAP) ▪ Student Work Samples 		<ul style="list-style-type: none"> • Average Unit Assessments at >75%
Science	<ul style="list-style-type: none"> • NYS Science 4 Assessment • Classroom Teacher Recommendation • Classroom Performance 	<ul style="list-style-type: none"> • Levels 1 and 2 in Science • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) 	<ul style="list-style-type: none"> • A level 3 or 4 on the NYS Science • Teacher assessments indicating on- grade level performance • Reevaluation by IST
Social Studies	<ul style="list-style-type: none"> • Classroom Teacher Recommendation • Classroom Performance 	<ul style="list-style-type: none"> • Assessment by Classroom and Academic Support Teacher • Assessment by IST (as needed) 	<ul style="list-style-type: none"> • Teacher assessments indicating on- grade level performance • Reevaluation by IST

* Yearly, NYSED provides scale score ranges to determine eligibility for AIS/RIT. These ranges are posted on the RVC website.

Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 6-8	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> • NYS ELA Assessments 3-8 • Informal Reading Inventory • Classroom Performance • Grade 5-8 Teacher/ Reading Teacher Recommendation • Achievement Testing • NWEA Measure of Academic Progress (MAP) • Student Work Samples 	<ul style="list-style-type: none"> • Levels 1 and 2* (lower 2/3) • Assessment by Strategies for Learning Reading or Writing Teacher • Assessment by Psychologist, Reading or Writing Teacher and Guidance Counselor • NWEA MAP < 41 percentile 	<ul style="list-style-type: none"> • A level 3 or 4 on the NYS ELA • Woodcock-Johnson Reading and Language Subtests at the 50%ile • Report Card Grade at or above 85% in Language Arts • NWEA MAP > 41 percentile • Reevaluation by same team

Mathematics	<ul style="list-style-type: none"> • NYS Math Assessments 3-8 • Classroom Performance • Grade 5-8 Teacher/ Math Teacher Recommendation • Achievement Testing • NWEA Measure of Academic Progress (MAP) • Student Work Samples 	<ul style="list-style-type: none"> • Levels 1 and 2* (lower 2/3) • Assessment by Strategies for Learning Math Teacher • Assessment by Psychologist, Math Teacher and Guidance Counselor • NWEA MAP < 41 percentile 	<ul style="list-style-type: none"> • A level 3 or 4 on the NYS Math • Woodcock-Johnson Math Subtests at the 50%ile • Report Card Grade at or above 85% in Mathematics • NWEA MAP > 41 percentile • Reevaluation by same team
Science	<ul style="list-style-type: none"> • NYS Science 4 Assessment • Informal Reading Inventory • Classroom Performance • Grade 5-8 Teacher, Reading Teacher and Science Teacher Recommendation • Achievement Testing 	<ul style="list-style-type: none"> • Levels 1 and 2 in Science • Assessment by Strategies for Learning Reading or Writing Teacher • Assessment by Psychologist, Reading or Writing Teacher and Guidance Counselor 	<ul style="list-style-type: none"> • Report Card Grade at or above 85% in Science • Reevaluation by same team
Social Studies	<ul style="list-style-type: none"> • Informal Reading Inventory • Classroom Performance • Grade 5-8 Teacher, Reading Teacher and SS Teacher Recommendation • Achievement Testing 	<ul style="list-style-type: none"> • Assessment by Strategies for Learning Reading or Writing Teacher • Assessment by Psychologist, Reading or Writing Teacher and Guidance Counselor 	<ul style="list-style-type: none"> • Report Card Grade at or above 85% in Social Studies • Reevaluation by same team

***Yearly, NYSED provides scale score ranges to determine eligibility for AIS/RIT. These ranges are posted on the RVC website.**

Procedures to Determine AIS Instructional Need/AIS Discontinuance

Grade 9-12	Multiple Measures	Criteria to Determine AIS Need	Criteria to Discontinue AIS
ELA	<ul style="list-style-type: none"> ▪ NYS ELA 5-8 Assessment ▪ Classroom Performance ▪ English Teacher Recommendation ▪ Achievement Testing 	<ul style="list-style-type: none"> ▪ Levels 1 and 2* (lower 2/3) on the Gr. 8 NYS assessment ▪ Report Card below 65% (course) ▪ Assessment by Support Team 	<ul style="list-style-type: none"> ▪ Report Card Grade at or above 75% for two consecutive marking periods ▪ Reevaluation by support team
Mathematics	<ul style="list-style-type: none"> ▪ NYS Math 5-8 Assessment ▪ NYS Math Regents ▪ Classroom Performance ▪ Math Teacher Recommendation ▪ Achievement Testing 	<ul style="list-style-type: none"> ▪ Levels 1 and 2* (lower 2/3) on the Gr. 8 NYS Assessment ▪ Regents grade below 65% ▪ Report Card below 65% (course) ▪ Assessment by Support Personnel ▪ Assessment by Support Team 	<ul style="list-style-type: none"> ▪ 65% on the NYS Math Regents ▪ Report Card Grade at or above 75% for two consecutive marking periods ▪ Reevaluation by support team ▪ 65% on Algebra Regents
Science	<ul style="list-style-type: none"> ▪ NYS Science 8 Assessment ▪ NYS Science Regents ▪ Classroom Performance ▪ Science Teacher Recommendation ▪ Achievement Testing 	<ul style="list-style-type: none"> ▪ Levels 1 and 2 on the NYS Gr. 8 Assessment ▪ Regents grade below 65%* ▪ Report Card below 65% (course) ▪ Assessment by Support Team <p>*first Science Regents taken</p>	<ul style="list-style-type: none"> • 65% on a NYS Science Regents • Report Card Grade at or above 75% for two consecutive marking periods • Reevaluation by support team
Social Studies	<ul style="list-style-type: none"> ▪ NYS Global History or US History and Government Regents ▪ Classroom Performance ▪ Social Studies Teacher Recommendation ▪ Achievement Testing 	<ul style="list-style-type: none"> ▪ Report Card grade below 65% (course) ▪ Assessment by Support Personnel ▪ Assessment by Support Team 	<ul style="list-style-type: none"> • 65% on the NYS Global History and US History and Government Regents • Report Card Grade at or above 75% for two consecutive marking periods • Reevaluation by support team <p>For safety net eligible pass American History and Global RCT.</p>

*** Yearly, NYSED provides scale score ranges to determine eligibility for AIS/RIT. These ranges are posted on the RVC website.**

The **type, intensity and duration** of the AIS supports will be determined based on the needs of the individual students, however, district-wide K-12 services could include the following services:

III. Academic Intervention Services – Instructional Support

Grade and Subject Area	Intensity Level	Description of Services	Intensity Factors: Frequency/Duration/Individualization
K-2	High	<ul style="list-style-type: none"> Academic Support Services as a pull out or push in One to One Reading (1st Grade) 	<ul style="list-style-type: none"> Varies depending on the student from a small group to an individual 40-minute session 1-3 times in a six-day cycle Individualized instruction for 30 minutes/day
	Moderate	<ul style="list-style-type: none"> Academic Support Services as a push in or pull out Guided Reading & Writing Push in/Pull out in Math Support 	<ul style="list-style-type: none"> Small group instruction for a 40-minute session 1-3 times in a six-day cycle 3 times in 6-day cycle – 40 minutes
	Low	<ul style="list-style-type: none"> Academic Support Services as a push in or pull out Guided Reading & Writing Push in/Pull out Math Support 	<ul style="list-style-type: none"> Small group instruction for a 40-minute session 1-3 times in a six-day cycle 2 times in 6-day cycle – 40 minutes
3-5	High	<ul style="list-style-type: none"> Academic Support Services as a push in or pull out 	<ul style="list-style-type: none"> Varies depending on the student from a small group to an individual 40-minute session 1-3 times in a six-day cycle
	Moderate Low	<ul style="list-style-type: none"> Academic Support Services as a push in or pull out 	<ul style="list-style-type: none"> Small group instruction for a 40-minute session 1-3 times in a six-day cycle
6-8	High	<ul style="list-style-type: none"> Strategies for Learning Reading/Writing/Math Enroll in TLC- The Learning Center 	<ul style="list-style-type: none"> Each course meets for a 39-minute period, 3 times in a six-day cycle May attend TLC daily 4 times per week (M-Th)
	Moderate	<ul style="list-style-type: none"> Strategies for Learning Reading/Writing/Math Enroll in TLC- The Learning Center 	
	Low	<ul style="list-style-type: none"> Sem 1: Strategies for Learning Reading /Writing/Math Sem 2: General Strategies for Learning Enroll in TLC - The Learning Center 	

Grade and Subject Area	Intensity Level	Description of Services	Intensity Factors: Frequency/Duration/Individualization
9-12	High	<ul style="list-style-type: none"> • Reading/Writing Lab • ELA/Sci/Math Support or Subject Repeater 	<ul style="list-style-type: none"> • This course meets for a 40-minute period, 3 times in a six-day cycle • Repeater - every day for at least one semester.
	Moderate	<ul style="list-style-type: none"> • ELA/Sci/Math Support or Subject Repeater 	
	Low	<ul style="list-style-type: none"> • ELA/Sci/Math Support or Subject Repeater • Monitoring by classroom teacher 	

IV. Academic Intervention Services – Student Support

Grade Level	Level of Intensity	Description of Services	Intensity Factors: Frequency/Duration/Individualization
K-5	High	<ul style="list-style-type: none"> ▪ Intervention by the School Social Worker ▪ Family intervention by the School Social Worker ▪ Intervention by the School Psychologist 	<ul style="list-style-type: none"> • Varies depending on the student from a small group to an individual 40-minute session once in a six-day cycle • Conferences and/or home visits as needed • Individual assessment and follow sessions if needed
K-5	Moderate	<ul style="list-style-type: none"> • Intervention by the School Social Worker or member of IST • Family intervention by the School Social Worker • Intervention by the School Psychologist 	<ul style="list-style-type: none"> ▪ Individual or small group session as needed ▪ Conferences and/or home visits as needed ▪ Individual assessment
K-5	Low	<ul style="list-style-type: none"> • Intervention by the School Social Worker or member of IST • Family intervention by the School Social Worker • Intervention by the School Psychologist 	<ul style="list-style-type: none"> ▪ Monitoring student progress in deficit area
6-8	High	<ul style="list-style-type: none"> • Intervention by the School Social Worker, Guidance Counselor and Student Intervention Advisor in conjunction with the PPS Team • Family intervention by the School Social Worker, Guidance Counselor or Student Intervention Advisor • Intervention by the School Psychologist • Intervention by TLC-The Learning Center after school homework program 	<ul style="list-style-type: none"> • Varies depending on the student from a small group to an individual 40-minute session once in a six-day cycle • Conferences and/or home visits as needed • Individual assessment and follow sessions if needed • (TLC) may be assigned with parent permission daily

Grade Level	Level of Intensity	Description of Services	Intensity Factors: Frequency/Duration/Individualization
6-8	Moderate	<ul style="list-style-type: none"> • Intervention by the School Social Worker, Guidance Counselor and Student Intervention Advisor in conjunction with the PPS Team • Family intervention by the School Social Worker, Guidance Counselor or Student Intervention Advisor • Intervention by the School Psychologist • Intervention by TLC-The Learning Center after school homework program 	<ul style="list-style-type: none"> • Individual or small group session as needed • Conferences and/or home visits as needed • Individual assessment • (TLC) may be assigned with parent permission daily
6-8	Low	<ul style="list-style-type: none"> • Intervention by Guidance Counselor • Family intervention by the School Social Worker • Intervention by the School Psychologist • Intervention by TLC-The Learning Center after school homework program 	<ul style="list-style-type: none"> • Monitoring student progress in deficit area • (TLC) may be assigned with parent permission daily
9-12	High	<ul style="list-style-type: none"> • Intervention by the School Social Worker, Guidance Counselor • Assistant Principal in conjunction with the 'At Risk' Team • Family intervention by the School Social Worker or Guidance Counselor • Intervention by the School Psychologist 	<ul style="list-style-type: none"> • Varies depending on the student from a small group to an individual 40-minute session once in a six-day cycle • Conferences and/or home visits as needed • Individual assessment and follow-up sessions if needed
9-12	Moderate	<ul style="list-style-type: none"> • Intervention by the School Social Worker, Guidance Counselor and the 'At Risk' Team • Family intervention by the School Social Worker, Guidance Counselor or Assistant Principal • Intervention by the School Psychologist 	<ul style="list-style-type: none"> • Individual or small group session as needed • Conferences and/or home visits as needed • Individual assessment
9-12	Low	<ul style="list-style-type: none"> • Intervention by Guidance Counselor 	<ul style="list-style-type: none"> • Monitoring student progress in deficit area of deficiency

AIS/RTI - Student Identification

GR LVL	SEPT/OCT	NOV/DEC	JAN/FEB/MAR	MAV/JUNE
KG N	K Screening - DIAL	1st report card assessments	2nd report card assessments	High Frequency Word List
	Foundations inventory	NWEA MAP for Primary (below 50 percentile)	NWEA MAP for Primary (below 50 percentile)	CVC Dictation (ELP or teacher created)
	Beginning of the year teacher assessments	Foundations Unit Assessment (Below 80%)	Rigby PM (Text Level 2) or FP Benchmarks (Text Level B or below)	NWEA MAP for Primary (below 50 percentile)
	NWEA MAP for Primary (below 50 percentile)		Foundations Unit Assessment (Below 80%)	Rigby PM (Text Level 3/4) or FP Benchmarks (Text Level C or below)
	Teacher Recommendation			Foundations Unit Assessment (Below 80%)
	Rhyming Assessment (ELP)			
1	Observation Survey (Marie Clay - Stanine 3 or below)	NWEA MAP for Primary (below 50 percentile)	NWEA MAP for Primary (below 50 percentile)	NWEA MAP for Primary (below 50 percentile)
	NWEA MAP for Primary (below 50 percentile)	Rigby PM (Text Level 7/8 or below) or FP Benchmarks (Text Level E or below)	Rigby PM (Text Level 11/12 or below) or FP Benchmarks (Text Level G or below)	Rigby PM (Text Level 15/16 or below) or FP Benchmarks (Text Level I or below)
	Rigby PM (Text Level 4 or below) or FP Benchmarks (Text Level C or below)	Foundations Unit Assessment (Below 80%)	Foundations Unit Assessment (Below 80%)	Foundations Unit Assessment (Below 80%)
	Teacher Recommendation			Level 14-16 or lower
	Foundations Inventory			
2	Rigby PM (Text Level 15/16 or below) or FP Benchmarks (Text Level I or below)	NWEA MAP for Primary (below 50 percentile)	NWEA MAP for Primary (below 50 percentile)	QRI - "Whales and Fish" (Level L)
	Gr. 1 NWEA MAP for Primary (below 50 percentile)			Decoding - Instructional or
	Teacher Recommendation	Rigby PM (Text Level 17/18 or below) or FP Benchmarks (Text Level J or below)	Rigby PM (Text Level 19/20 or below) or FP Benchmarks (Text Level K or below)	Comprehension - Frustration level
	QRI - "What Can I Get for my Toys?" (Level J)			Rigby PM (Text Level 21 or below) or FP Benchmarks (Text Level L or below)
	Decoding - Frustration/Instructional level			
3	Decoding - Instructional/Frustration level	NWEA MAP (below 50 percentile)	NWEA MAP (below 50 percentile)	NWEA MAP (below 50 percentile)
	Comprehension - Frustration level			House" Decoding - Instructional or
	Gr. 2 NWEA MAP (below 50 percentile)			Comprehension - Frustration level
	QRI - "Cats: Lions and Tigers in Your House" (Level N)	Rigby PM (Text Level 22 or below) or FP Benchmarks (Text Level M or below)	Rigby PM (Text Level 23 or below) or FP Benchmarks (Text Level N or below)	QRI - "A Special Birthday for Rosa" (Level O)
	Rigby PM (Text Level 21 or below) or FP Benchmarks (Text Level L or below)			Rigby PM (Text Level 24 or below) or FP Benchmarks (Text Level O or below)
	Teacher Recommendation			
4	GR 3 NYS ELA/ Math (Levels 1 & 2)	NWEA MAP (below 50 percentile)	NWEA MAP (below 50 percentile)	QRI
	Gr. 3 NWEA MAP (below 50 percentile)			"The Busy Beaver" (Level R)
	Teacher Recommendation	Rigby PM (Text Level 25 or below) or FP Benchmarks (Text Level P or below)	Rigby PM (Text Level 26 or below) or FP Benchmarks (Text Level Q or below)	NWEA MAP (below 50 percentile)
	QRI - "Johnny Appleseed" (Level P)			Rigby PM (Text Level 27 or below) or FP Benchmarks (Text Level R or below)
	Decoding - Instructional/Frustration level			
	Comprehension - Frustration level			
	Rigby PM (Text Level 24 or below) or FP Benchmarks (Text Level O or below)			
5	GR 4 NYS ELA/Math or Science (Levels 1 & 2)	NWEA MAP (below 50 percentile)	NWEA MAP (below 50 percentile)	QRI - "How Does Your Body Take in Oxygen?" (Level V)
	Gr. 4 NWEA MAP (below 50 percentile)			Decoding - Instructional/Frustration level
	Teacher Recommendation	Rigby PM (Text Level 28 or below) or FP Benchmarks (Text Level S or below)	Rigby PM (Text Level 29 or below) or FP Benchmarks (Text Level T or below)	Comprehension - Frustration level
	QRI - "The Octopus" (Level T) or Margaret Mead (Level T)			NWEA MAP (below 50 percentile)
	Decoding - Instructional/Frustration level			Rigby PM (Text Level 30 or below) or FP Benchmarks (Text Level U or below)
	Comprehension - Frustration level			
	Rigby PM (Text Level 27 or below) or FP Benchmarks (Text Level R or below)			

* orange text indicates additional optional assessments

APPENDIX A

Letters

Rockville Centre Union Free School District
School Name

Date

Dear Parent/Guardian of _____:

The faculty of _____ School is eager to guide and assist your child in achieving success in learning. A review of formal testing results, in addition to teacher recommendations and classroom performance, indicates that your child would benefit from additional support. This support will be provided by our Academic Intervention Service/ Response to Intervention staff.

These services will be aligned with the grade level curriculum and student goals. Our AIS/RTI staff will work with small groups of students both within and outside the classroom, depending on your child's particular needs.

The New York State Department of Education mandates that additional services be provided to children who are at academic risk. Your child has been recommended for the following:

English Language Arts _____

Mathematics _____

It is our hope that with open dialogue between your child's classroom teacher and our AIS/RTI staff, your child will continue to achieve academic gains. We look forward to finding ways in which to support your child's academic success. If you have any questions about the services your child will receive, please contact your child's teacher.

Sincerely,

Principal

Rockville Centre Union Free School District

School Name

Sample

Dear Parents or Guardians,

Congratulations. Your child has successfully completed Academic Intervention Services (AIS). I am pleased to be writing to you that your child, _____ has made significant progress in:

_____ English Language Arts

_____ Mathematics

_____ Science

_____ Social Studies

_____ Other _____

After the following assessments were given, it was the decision of the Instructional Support Team (formerly CST) that he/she is no longer in need of this service at this time.

_____ Early Literacy Profile (ELP)

_____ NYS English Language Arts Assessments (ELA)

_____ NYS Math Assessments

_____ NWEA Measure of Academic Performance (MAP)

_____ Teacher Evaluations/Teacher Recommendations

We will continue to monitor your child's progress. Please feel free to contact me or your child's classroom teacher if you have any questions or concerns.

Sincerely,

Principal

Progress Monitoring - Parent Notification
Rockville Centre School District
School Name

Date

Dear Parent/Guardian of _____:

The Rockville Centre School District is committed to supporting educational programs for all students. Based upon the results of the New York State assessments, your child has been identified as a student in need of progress monitoring.

In the area(s) of:

English Language Arts

Mathematics

Progress monitoring of a student's performance is an appropriate AIS option for students who scored below the state designated performance level on the NYS assessments, but scored at or above grade level on prior NYS assessments and/or the NWEA Measure of Academic Progress (MAP).

Progress Monitoring activities include regular progress checks, further assessments as needed, and meetings with the classroom teacher to update progress and adjust instruction if necessary.

Please keep open lines of communication with your child's teacher/s regarding their progress.

Sincerely,

Principal

APPENDIX B

Forms

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

KINDERGARTEN



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- DIAL (K-Screening)
- Foundations Probes/Unit Tests
- NWEA
- ELA Assessments
- Math Assessments
- Teacher/IST Recommendation
- ENL/LAB Score
- Rigby PM/Text Level
- LLI/BAS
- Sight Word Assessment

Support Services:

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- ERSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs

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

Type of Service Provided (check any that apply):

- Mathematics
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program

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

Date Service Ended: _____

Date of Notice to Parents: _____

Exit Criteria Used: _____

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

GRADE 1



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- End of Year K Assessment
- Foundations Probes/Unit Tests
- Observation Survey
- NWEA
- ELA Assessments
- Math Assessments
- Teacher/IST Recommendation
- ENL/LAB Score
- Rigby PM/Text Level
- LLI/BAS
- Sight Word Assessment

Support Services

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- ERSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Type of Service Provided (check any that apply):

- Mathematics
 - Guided Math
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program
 - FASTT Math
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Date Service Ended: _____ Date of Notice to Parents: _____ Exit Criteria Used: _____

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

GRADE 2



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- Grade 1 Reading Comprehension Assessment
- Fundations Probes/Unit Tests/Trick Word Assessment
- NWEA
- ELA Assessments
- Math Assessments
- FASTT Math Baseline Assessment
- Teacher/IST Recommendation
- ENL/LAB Score
- Rigby PM/Text Level
- QRI-5
- LL/BAS

Support Services

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- ERSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Type of Service Provided (check any that apply):

- Mathematics
 - Guided Math
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program
 - FASTT Math
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Date Service Ended: _____

Date of Notice to Parents: _____

Exit Criteria Used: _____

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

GRADE 3



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- Grade 2 Reading Comprehension Assessment
- Foundations Unit Tests
- NWEA
- ELA Assessments
- Math Assessments
- FASTT Math Baseline Assessment
- Teacher/IST Recommendation
- ENL/LAB Score
- Text Level
- QRI - 5
- LL/BAS

Support Services

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- ERSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Type of Service Provided (check any that apply):

- Mathematics
 - Guided Math
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program
 - FASTT Math
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Date Service Ended: _____

Date of Notice to Parents: _____

Exit Criteria Used: _____

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

GRADE 4



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- Grade 3 Reading Comprehension Assessment
- Wilson Reading Assessments
- NWBA
- ELA Assessments
- Math Assessments
- FASTT Math Baseline Assessment
- Teacher/IST Recommendation
- ENL/LAB Score
- Text Level
- QRI-5
- LLI/BAS

Support Services

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- BRSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Type of Service Provided (check any that apply):

- Mathematics
 - Guided Math
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program
 - FASTT Math
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Date Service Ended: _____

Date of Notice to Parents: _____

Exit Criteria Used: _____

COVERT SCHOOL

ROCKVILLE CENTRE SCHOOL DISTRICT

INDIVIDUAL STUDENT RECORD OF ACADEMIC INTERVENTION SERVICES

GRADE 5



STUDENT: _____ CLASSROOM TEACHER: _____ IEP

504

Tier 2 Service Started: _____ Tier 3 Service Started: _____ AIS Service Providers: _____

Entry Criteria Used (check any that apply):

- Grade 4 Reading Comprehension Assessment
- Wilson Reading Assessments
- NWEA
- ELA Assessments
- Math Assessments
- FASTT Math Baseline Assessment
- Teacher/IST Recommendation
- ENL/LAB Score
- Text Level
- QRI-5
- LLI/BAS

Support Services

- ENL _____
 - Entering
 - Emerging
 - Transitioning
- Expanding
- Commanding
- Speech _____
- OT _____
- PT _____
- ERSS _____
- Special Education _____
- Other _____

Parent Communication

- District Letter _____
- Parent/Teacher Conferences (Dates)
 - Fall _____
 - Spring _____

Additional Parent Meeting/Communications

- _____
- _____
- _____

IST Meeting Dates: _____

Type of Service Provided (check any that apply):

- English Language Arts
 - Guided Reading
 - Extra help by teacher/TA
 - Reading Intervention
 - ENL
 - 1:1 Program
 - Computerized Programs
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Type of Service Provided (check any that apply):

- Mathematics
 - Guided Math
 - Extra help by teacher/TA
 - Before/after school support
 - ENL
 - 1:1 Program
 - FASTT Math
- Frequency (hours/wk or times/cycle) and group size
- _____
- _____
- _____
- _____

Date Service Ended: _____

Date of Notice to Parents: _____

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Sixth Grade**

SOUTH SIDE MIDDLE SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
- _____ NYS Math Assessments Grade (s) _____ Other: _____
- _____ NYS Science Test _____
- _____ NWEA Measure of Academic Progress (MAP)
- _____ Teacher/CST Recommendation
- _____ ESL/LAB Score
- _____ Grade Level Assessments

Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 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 service provider) |
| _____ Extra help by teacher | _____ |
| _____ Summer school | _____ |
| _____ PM Program | _____ |
| _____ Scheduled period (writing) | _____ |
| _____ Extra Strategies Class (reading) | _____ |
| _____ Mathematics | Frequency (hours/wk or times/cycle and service provider) |
| _____ Extra help by teacher | _____ |
| _____ Summer school | _____ |
| _____ Extra Strategies Class | _____ |
| _____ PM Program | _____ |
| _____ Social Studies | Frequency (hours/wk or times/cycle and service provider) |
| _____ Extra help by subject teacher | _____ |
| _____ Summer School | _____ |
| _____ Extra Strategies Class (reading) | _____ |
| _____ Extra Strategies Class (writing) | _____ |
| _____ Science | Frequency (hours/wk or times/cycle and service provider) |
| _____ Extra help by teacher | _____ |
| _____ Summer School | _____ |
| _____ Extra Strategies Class (reading) | _____ |
| _____ Extra Strategies Class (writing) | _____ |

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Seventh Grade**

SOUTH SIDE MIDDLE SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
- _____ NYS Math Assessments Grade (s) _____ Other: _____
- _____ NYS Science Test _____
- _____ NWEA Measure of Academic Progress (MAP)
- _____ Teacher/CST Recommendation
- _____ ESL/LAB Score
- _____ Grade Level Assessments

Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

- | | |
|---|--|
| <input type="checkbox"/> English Language Arts | Frequency (hours/wk or times/cycle and service provider) |
| <input type="checkbox"/> Extra help by teacher | _____ |
| <input type="checkbox"/> Summer school | _____ |
| <input type="checkbox"/> PM Program | _____ |
| <input type="checkbox"/> Scheduled period (writing) | _____ |
| <input type="checkbox"/> Extra Strategies Class (reading) | _____ |
| | |
| <input type="checkbox"/> Mathematics | Frequency (hours/wk or times/cycle and service provider) |
| <input type="checkbox"/> Extra help by teacher | _____ |
| <input type="checkbox"/> Summer school | _____ |
| <input type="checkbox"/> Extra Strategies Class | _____ |
| <input type="checkbox"/> PM Program | _____ |
| | |
| <input type="checkbox"/> Social Studies | Frequency (hours/wk or times/cycle and service provider) |
| <input type="checkbox"/> Extra help by subject teacher | _____ |
| <input type="checkbox"/> Summer School | _____ |
| <input type="checkbox"/> Extra Strategies Class (reading) | _____ |
| <input type="checkbox"/> Extra Strategies Class (writing) | _____ |
| | |
| <input type="checkbox"/> Science | Frequency (hours/wk or times/cycle and service provider) |
| <input type="checkbox"/> Extra help by teacher | _____ |
| <input type="checkbox"/> Summer School | _____ |
| <input type="checkbox"/> Extra Strategies Class (reading) | _____ |
| <input type="checkbox"/> Extra Strategies Class (writing) | _____ |

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Eighth Grade**

SOUTH SIDE MIDDLE SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
- _____ NYS Math Assessments Grade (s) _____ Other: _____
- _____ NYS Regents Exams _____
- _____ NWEA Measure of Academic Progress (MAP)
- _____ Teacher/CST Recommendation
- _____ ESL/LAB Score
- _____ Grade Level Assessments

Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

_____ **English Language Arts** Frequency (hours/wk or times/cycle and service provider)
_____ Extra help by teacher _____
_____ Summer school _____
_____ PM Program _____
_____ Scheduled period (writing) _____
_____ Extra Strategies Class (reading) _____

_____ **Mathematics** Frequency (hours/wk or times/cycle and service provider)
_____ Extra help by teacher _____
_____ Summer school _____
_____ Extra Strategies Class _____
_____ PM Program _____

_____ **Social Studies** Frequency (hours/wk or times/cycle and service provider)
_____ Extra help by subject teacher _____
_____ Summer school _____
_____ Extra Strategies Class (reading) _____
_____ Extra Strategies Class (writing) _____

_____ **Science** Frequency (hours/wk or times/cycle and service provider)
_____ Extra help by teacher _____
_____ Summer school _____
_____ Extra Strategies Class (reading) _____
_____ Extra Strategies Class (writing) _____

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Grade Nine**

SOUTH SIDE HIGH SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- NYS ELA Assessment Grade (s) _____
- NYS Math Assessments Grade (s) _____ Other: _____
- NYS Integrated Algebra Regents _____
- NYS Earth Science Regents _____
- NWEA Measure of Academic Progress (MAP) _____
- Teacher/CST Recommendation _____
- Grade Level Assessments _____
- Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

English Language Arts Frequency (hours/wk or times/cycle and service provider)
 Extra help _____
 Scheduled period (reading) _____
 PM Program _____
 Summer school _____

Mathematics Frequency (hours/wk or times/cycle and service provider)
 Extra help _____
 Extra lab class _____
 Summer school _____

Social Studies Frequency (hours/wk or times/cycle and service provider)
 Extra help _____
 Summer school _____
 Scheduled period (reading) _____

Science Frequency (hours/wk or times/cycle and service provider)
 Extra help _____
 Extra lab class _____
 Scheduled period (reading) _____
 Summer school _____

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Grade Ten**

SOUTH SIDE HIGH SCHOOL _____
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
 - _____ NYS Math Assessments Grade (s) _____
 - _____ NYS Regents Exams _____
 - _____ NWEA Measure of Academic Progress (MAP)
 - _____ Teacher/CST Recommendation
 - _____ Grade Level Assessments
- Other: _____

Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

_____ **English Language Arts** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Scheduled period (reading) _____
 _____ PM Program _____
 _____ Summer school _____

_____ **Mathematics** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Summer school _____
 _____ Repeater class _____

_____ **Social Studies** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Summer school _____
 _____ Scheduled period (reading) _____

_____ **Science** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Scheduled period (reading) _____
 _____ Summer school _____
 _____ Repeater class _____

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Grade Eleven**

SOUTH SIDE HIGH SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
- _____ NYS Math Assessments Grade (s) _____ Other: _____
- _____ NYS Regents Exams _____
- _____ NWEA Measure of Academic Progress (MAP)
- _____ Teacher/CST Recommendation
- _____ Grade Level Assessments

Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

_____ **English Language Arts** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Scheduled period (reading) _____
 _____ PM Program _____
 _____ Summer school _____

_____ **Mathematics** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Summer school _____
 _____ Repeater class _____

_____ **Social Studies** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Summer school _____
 _____ Scheduled period (reading) _____
 _____ Repeater class _____

_____ **Science** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Scheduled period (reading) _____
 _____ Summer school _____
 _____ Repeater class _____

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

Exit Criteria Used: _____

ROCKVILLE CENTRE SCHOOL DISTRICT
Individual Student Record of Academic Intervention Services

STUDENT: _____
Grade Level: **Grade Twelve**

SOUTH SIDE HIGH SCHOOL
Guidance Counselor _____

Entry Criteria Used (check any that apply):

- _____ NYS ELA Assessment Grade (s) _____
- _____ NYS Math Assessments Grade (s) _____ Other: _____
- _____ NYS Regents Exams _____
- _____ NWEA Measure of Academic Progress (MAP)
- _____ Teacher/CST Recommendation
- _____ Grade Level Assessments

_____ Date Service Started: _____ Date of Notice(s) to Parent: _____

Dates of Parent Conferences: 1) _____ 2) _____

Dates of Progress Reports to Parents: 1) _____ 2) _____ 3) _____ 4) _____

Type of Service Provided (check any that apply):

_____ **English Language Arts** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Scheduled period (reading) _____
 _____ PM Program _____
 _____ Summer school _____
 _____ Repeater class _____

_____ **Mathematics** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Summer school _____
 _____ Repeater class _____

_____ **Social Studies** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Summer School _____
 _____ Scheduled period (reading) _____
 _____ Repeater class _____

_____ **Science** Frequency (hours/wk or times/cycle and service provider)
 _____ Extra help _____
 _____ Extra lab class _____
 _____ Scheduled period (reading) _____
 _____ Summer School _____
 _____ Repeater class _____

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

Exit Criteria Used: _____

TRANSITION PROFILE (5-6)

Confidential

Name _____

School _____

Standardized Test Data (or refer to Nassau BOCES ChAP Report)

	ELA/Reading	Math
Grade 3		
Grade 4		
Grade 5		
Grade 4 Science		
NWEA		

Please attach a copy of the student NWEA results.

Individual Reading Inventory (IRI)

Date Administered _____

Grade Level Text _____

	Frustration	Instructional	Independent
Decoding			
Comprehension			

Services Provided

ESL _____ Sped _____

Areas of Strength:

Areas of Need:

Effort/Motivation:

Reading Interventions and materials used that were successful:

Reading Interventions and materials used that were not successful:

(Please note duration of intervention)

Child Study Team Meeting Dates:

Recommended for: _____ ELA Support _____ Math Support

TRANSITION PROFILE (8-9)

Confidential

Name _____

School _____

Standardized Test Data

	Level (1-4)	Range
8 th Grade NYS ELA Score		
8 th NYS Integrated Algebra Regents		
8 th NYS Earth Science Regents		
NWEA	Reading -	Math -

Please attach a copy of the student NWEA results.

Individual Reading Inventory (IRI)

Date Administered _____

Grade Level Text _____

	Frustration	Instructional	Independent
Decoding			
Comprehension			

Services Provided

ESL _____ Reading Lab _____ Sped _____

Areas of Strength:

Areas of Need:

Effort/Motivation:

Reading Interventions and materials used that were successful:

Reading Interventions and materials used that were not successful:

(Please note duration of intervention)

Child Study Team Meeting Dates:

Recommended for: _____ ELA Support _____ Math Support

APPENDIX C

AIS Student Folders

AIS Student Folders

Please maintain student folders to document **progress monitoring**. Folders should include:

AIS Form

Copy of parent notification letter

End of year report card

Examples of student performance such as: QRIs, Running Records, Writing samples, ELP, etc...

Grade 5

Going forward, elementary AIS folders will be reviewed at the conclusion of fifth grade by the AIS teachers to cull out information not considered part of the student's 6 year folder. Information to be kept and put into the student's 6 year folder prior to transitioning the records to the Middle School will include:

- AIS Cover Sheet
- Relevant notes from parents, doctors and teachers

Student's **6 year folders** should contain at a minimum:

- 1st and 2nd semester report cards
- NWEA and State Assessment Results; Parent reports for ELA/Math Assessment Results
- Screening evaluation reports; remedial program participation records; Section 504 evaluations, accommodation plans and related records; counselor notes, psychological reports from outside doctors
- IEPs
- Teacher conference results
- All registration information/forms
- Custody orders
- Accident reports

The remaining information collected in the student's AIS folders during the course of his/her elementary career will remain at the elementary building for one additional year prior to disposal. This information may be sent to the Administration Building for shredding one year after completing fifth grade.