



ARK COMMUNITY CHARTER SCHOOL

**ACADEMIC INTERVENTION SERVICES (AIS) PLAN
2007-2012**

How AIS students are identified:

- All students receiving a score at Level 1 or Level 2 in English Language Arts, mathematics, social studies or science will receive academic intervention services in that core subject.
- All students who score below the 30th percentile in the Terra Nova Standardized Test will receive academic intervention services.
- All students identified as having barriers to learning such as attendance problems, family-related issues, discipline problems, and health-related issues will receive academic intervention services.

How AIS Students are Serviced:

The level of intervention is determined by test scores with additional information from teachers and school counselors. The options include:

- Students will receive extra time during the school day. Students may be “pulled” from recess, and in some cases from art or music, or physical education classes. Instruction will be in small groups.
- Students will receive extra support through class staffing that reduces student-teacher ratios (e.g. co-teaching, team teaching).
- Students will receive extra support through after-school and summer programs. AIS students with more intense needs will be targeted for these programs.
- Students will receive extra support from a full time school counselor. The counselor will be supervising a counselor intern who will be running small groups. These services will be used to address students who are facing barriers to learning due to family related issues.
- Students will receive extra support from all teachers and staff who have been trained in Responsive Classroom techniques to address students who are facing barriers to learning due to discipline issues.
- Students will receive extra support from a school psychologist and the special education consultant from the Troy School District and the Coordinator of Curriculum and Instruction at ACCS, who is a behavior specialist. These support staff will be utilized to work with students facing barriers to learning due to discipline issues not responsive to the “Responsive Classroom” techniques.

AIS for Special Education and English Language Learners

Students with disabilities and English Language Learners have access to AIS in the same manner as students without disabilities. In addition to ESL services provided by a certified ESL teacher and Special Education Services provided by a certified Special Education teacher, students will receive remedial reading services and math intervention in the same manner as students in the general population.

Parent Notification

Parents will be notified in writing that their child will be receiving academic intervention services. Parents will be updated on student's progress through parent-teacher conferences and other professional staff who are providing academic intervention services.

Parents will be informed if the student no longer needs AIS and information will include the reason for ending service, performance levels obtained on selected assessments and state assessments, and any other information pertinent to the cessation of service.

Basic Aspects of the AIS Program

- A student performing below the 30th percentile in either math or English (or both) will be targeted for intensive intervention.
- A baseline test in both math and ELA will be given at the beginning of the school year to all students. All new students grades 1-6 will be given a fall Terra Nova.
- In grades K-3, the teachers will administer the Scott Foresman Word List three times per year according to a schedule that will be developed in September.
- Kindergarten students will be administered the following three tests before entering: The Picture Peabody Vocabulary Test, The Bracken Test of Concepts, and the Visual Motor Perception Test. Students with a standard score of 75 or below will be identified for AIS.
- The 4th, 5th, and 6th grade students who received a 2 or below on their state tests (ELA, Math, Social Studies, Science) will be targeted for academic intervention.
- Based on entry level test scores, specific goals will be written for each child who needs intensive intervention.
- The Scott Foresman Program has content area goals for students whose academic intervention is less intense. This intervention will be delivered in the classroom by the teacher or the assistant teacher.

- AIS is to be viewed as a fluid process. Performance in AIS is constantly monitored. When a child meets the exit criteria, the child will be released from AIS with continued monitoring in the classroom.
- A student's intervention is based on a variety of pieces of information, including tests and student work that identify specific student need.
- Students grouped for specific interventions have similar educational needs.
- Students will be evaluated on a regular basis to determine if the AIS should be changed or ended.
- The intervention includes multiple approaches to learning that strengthen a student's skills and strategies.
- Students will learn organization and problem-solving strategies, including how to respond to questions requiring critical thinking skills.
- A student's core classes and AIS will be scheduled so that students have uninterrupted learning time.
- The student's AIS program will use a variety of material and resources, including technology, to meet the various learning styles and instructional need of students.

Criteria for Beginning, Continuing, and Ending Academic Intervention Services

Grades K-1

Intervention Level	Assessment	Services Offered	Exit Requirements
High	<ul style="list-style-type: none"> • Scores well below criteria of baseline tests(SS<75) • Scores very low on DIBELS testing • Teacher observation 	<ul style="list-style-type: none"> • Push-In/ pull out AIS services • Scott Foresman Early Reading Intervention Program • Scott Foresman Math Intervention Program • Consultant teacher services 	<ul style="list-style-type: none"> • Student meets Benchmarks in DIBELS • Student meets benchmarks in Kindergarten or 1st grade Checklist • AIS teacher and classroom observations and recommendations
Medium	<ul style="list-style-type: none"> • Scores below criteria of baseline tests(SS <85) • Scores low on DIBELS testing • Teacher observation 	<ul style="list-style-type: none"> • Push-In/ pull out AIS services • Scott Foresman Early Reading Intervention Program • Scott Foresman Math Intervention Program 	<ul style="list-style-type: none"> • Student meets Benchmarks in DIBELS • Student meets benchmarks in Kindergarten or 1st grade Checklist • AIS teacher and classroom observations and recommendations
Low	<ul style="list-style-type: none"> • Student moderately below baseline tests • Scores moderately low on DIBELS testing • Teacher observation 	<ul style="list-style-type: none"> • Push in/Pull out AIS services • Monitoring student's performance and develop instructional strategies for classroom teachers to use to enhance instruction 	<ul style="list-style-type: none"> • Student meets Benchmarks in DIBELS • Student meets benchmarks in Kindergarten or 1st grade Checklist • AIS teacher and classroom observations and recommendations

Criteria for Beginning, Continuing, and Ending Academic Intervention Services

Grades 2-3

Intervention Level	Assessment	Services Offered	Exit Requirements
High	<ul style="list-style-type: none"> • Scores 30% or below on Terra Nova assessment in reading or math • Does not meet benchmarks on Scott Foresman math assessment(significantly below grade or developmental level) • Scores a 1 or 2 on NYS ELA or Math Assessments • Does not meet benchmarks on Scott Foresman reading selection tests(significantly below) • Scores in the intensive level on DIBELS testing • Teacher observation 	<ul style="list-style-type: none"> • Pull out AIS services • Scott Foresman Early Reading Intervention Program • Scott Foresman Math Intervention Program • Consultant teacher services 	<ul style="list-style-type: none"> • Student meets Benchmarks in DIBELS • Student meets benchmarks in Reading Selection Tests • Student meets benchmarks in Math Assessments • Student scores level 3 or 4 on NYS ELA or Math Test • Student scores 50% or higher on Terra Nova Assessment (2nd grade) • AIS teacher and classroom teacher observations and recommendations
Medium	<ul style="list-style-type: none"> • Scores 30% or below on Terra Nova assessment in reading or math • Does not meet benchmarks on Scott Foresman math assessment(moderately below grade or developmental level) • Scores a 1 or 2 on NYS ELA or Math Assessments • Does not meet benchmarks on Scott Foresman reading selection tests(moderately below) • Scores in the intensive level on DIBELS testing • Teacher observation 	<ul style="list-style-type: none"> • Pull out AIS services • Scott Foresman Early Reading Intervention Program • Scott Foresman Math Intervention Program • Consultant teacher services • AIS provided in classroom from teacher or assistant 	<ul style="list-style-type: none"> • Student meets Benchmarks in DIBELS • Student meets benchmarks in Reading Selection Tests • Student meets benchmarks in Math Assessments • Student scores level 3 or 4 on NYS ELA or Math Test • Student scores 50% or higher on Terra Nova Assessment (2nd grade) • AIS teacher and classroom teacher observations and recommendations • Student meets Benchmarks in DIBELS • Student meets benchmarks in Kindergarten or 1st grade Checklist • AIS teacher and classroom observations and recommendations
Low	<ul style="list-style-type: none"> • Student scores between 30 and 50% on Terra Nova • Scores somewhat low on DIBELS testing • Teacher observation • Scores a Level 2 on State tests 	<ul style="list-style-type: none"> • AIS services provided by teacher or assistant in the classroom • Monitoring student's performance and develop instructional strategies for classroom teachers to use to enhance instruction 	<ul style="list-style-type: none"> • AIS teacher and classroom observations and recommendations • Student scores a level 3 or 4 on ELA and Math State Tests • Student scores 50% or higher on Terra Nova(2nd)

Criteria for Beginning, Continuing, and Ending Academic Intervention Services

Grades 4-6

Intervention Level	Assessment	Services Offered	Exit Requirements
High	<ul style="list-style-type: none"> Does not meet benchmarks on Scott Foresman math assessment(significantly below grade or developmental level) Scores a 1 or 2 on NYS ELA or Math Assessments (or 4th Grade Science, 5th grade Social Studies) Does not meet benchmarks on Scott Foresman reading selection tests(significantly below) 2 years below grade level Scores in the intensive level on DIBELS testing Does not pass grade level baseline test Teacher observation 	<ul style="list-style-type: none"> Pull out AIS services Scott Foresman Reading Intervention Program(Sidewalks) Scott Foresman Math Intervention Program Consultant teacher services AIS services in the classroom provided by teacher or assistant in small group instruction Consultant teacher services 	<ul style="list-style-type: none"> Student scores level 3 or 4 on State ELA Exam and on State Math Exam Student scores a level 3 in 5th grade state social studies exam Student scores a level 3 in 4th grade state science exam AIS teacher and classroom teacher observations and recommendations
Medium	<ul style="list-style-type: none"> Does not meet benchmarks on Scott Foresman math assessment(moderately below grade or developmental level) Scores a low to high level 2 on NYS ELA or Math Assessments Scores a low to high level 2 in science(4th) or social studies(5th) Does not meet benchmarks on Scott Foresman reading selection tests(moderately below) Scores 1.5 to 2 years below grade level in reading or math Scores in the intensive level on DIBELS testing Teacher observation 	<ul style="list-style-type: none"> Pull out AIS services Scott Foresman Reading Intervention Program(Sidewalks) Scott Foresman Math Intervention Program Consultant teacher services AIS provided in classroom from teacher or assistant in small group instruction 	<ul style="list-style-type: none"> Student scores level 3 or 4 on State ELA Exam and on State Math Exam Student scores a level 3 in 5th grade state social studies exam Student scores a level 3 in 4th grade state science exam AIS teacher and classroom observations and recommendations
Low	<ul style="list-style-type: none"> Scores somewhat low on DIBELS testing Teacher observation Scores a high Level 2 or low level 3 on State tests Scores 1 year below grade level in reading or math 	<ul style="list-style-type: none"> AIS services provided by teacher or assistant in the classroom Monitoring student's performance and develop instructional strategies for classroom teachers to use to enhance instruction 	<ul style="list-style-type: none"> Student scores level 3 or 4 on State ELA Exam and on State Math Exam Student scores a level 3 in 5th grade state social studies exam Student scores a level 3 in 4th grade state science exam AIS teacher and classroom observations and recommendations