



Description of Academic Intervention Services

2021-23 School Years

Introduction

Academic Intervention Services (AIS) are services designed to help students achieve the 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.

These services include two components:

- Additional instruction that supplements the general curriculum; and/or
- Student support services needed to address barriers to improved academic performance. These may include, as needed, school guidance and counseling services to improve attendance and coordination of services.

The intensity of services may vary with respect to the degree of individualization of the service and the duration of the service.

AIS services are for those students, including those with disabilities and/or limited English proficiency, who:

- Performed below the median scale score between a level 2 and a level 3* on the NYS ELA and Math assessments
- Are determined through a district-developed or district-adopted procedure to lack reading readiness (K – 2) or be at risk of not achieving the state standards
- Are limited **English proficient (LEP) and are determined to be at risk of not achieving State learning standards.
- Refuse NYS ELA and Math assessments, achieve more than one grade-level below designated grade on the NWEA MAP, and/or achieve below grade level on multiple measures which may include DRA2, vendor assessments, District-wide assessments and evidence-based teacher recommendations.

*Reflects August, 22, 2019 [NYSED Memo](#) from Kathleen R. DeCataldo

**AIS for [English Language Learners](#)

This is in compliance with updates to [Commissioner's Regulation 100.2 \(ee\), effective 6.8.21](#)

The attached document outlines the instructional and student support services available to students in the Suffern Central School District during the 2021-22 and 2022-23 school years. Recommendations for revision and/or additional services will be made based on continued evaluation of student performance data.

<i>Elementary School Interventions</i>				
<i>Intervention</i>	<i>Grade</i>	<i>Description of Service</i>	<i>Intended Outcome</i>	<i>Means of Evaluation</i>
Literacy Intervention	K-5	Small group instruction with literacy specialist/aide or classroom teacher using a variety of alternate methodologies in the areas of: word study, reading strategies & written language skills. The intervention may be delivered in the classroom or in an alternate location. Frequency and duration of sessions is determined by student progress as measured by indicated means of evaluation.	Students will make progress towards grade level expectations in reading and writing.	Observational Surveys Running Records DRA2/F & P Benchmark NYS ELA 3-5 NWEA MAP Reading Classroom Assessment Report Card Grades
Speech & Language Intervention	K-5	Individual or small group instruction with speech & language therapist for identified students. Areas targeted include articulation and receptive and expressive language skills. The intervention may be delivered in the classroom or in an alternate location. Frequency and duration of sessions is determined by student progress as measured by indicated means of evaluation.	Students will make progress in articulation skills and/or expressive and receptive language skills.	Speech and language assessments including but not limited to: classroom performance Photo Articulation Test World of R Screening Oral Motor Screening Checklist Speech Ease CELF Screening Pragmatic Language Skills Inventory Stuttering Severity Instrument Differential Screening Test for Processing
Mathematics Intervention	K-5	Intervention in Grade K & 1 is primarily delivered in the form of consultant teacher model with a math specialist/aide or classroom teacher supporting the classroom teacher's ability to differentiate center-based experiences designed to support development of early numeracy concepts. In some schools, intervention may take place in an alternate location as well. In grades 2-5 the intervention also includes small group instruction with a math specialist for identified students. The intervention may be delivered in the classroom or in an alternate	Students will make progress with targeted skill deficiencies and achieve grade level expectations in mathematics.	Teacher Observation Embedded Assessments District Common Assessments NYS Math 3-5 & Science 4 NWEA Map Mathematics Web-based resources Report Card Grades

		location. Frequency and duration of sessions is determined by student progress as measured by indicated means of evaluation.		
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<i>Middle School Interventions</i>				
Middle Level Reading/Writing AIS	6-8	Small group instruction designed to improve reading, writing and listening skills across content areas. The intervention may be delivered in the classroom or in an alternate location. Frequency and duration of sessions is determined by student progress as measured by indicated means of evaluation.	Students will make progress towards grade level expectations in reading and writing across content areas.	NYS ELA 6-8 NWEA MAP Reading Common Assessments Classroom Assessment Practices Report Card Grades Achieve 3000 Read 180 SRI
Middle Level Mathematics AIS	6-8	Small group instruction designed to enhance development of concepts and improve student's essential skills as defined by the grade level core mathematics curriculum. The intervention may be delivered in the classroom or in an alternate location. Frequency and duration of sessions is determined by student progress as measured by indicated means of evaluation.	Students will make progress with targeted skill deficiencies and achieve grade level expectations in mathematics.	NYS Math 6-8 NYS Science 8 NWEA MAP Mathematics Common Assessments Classroom Assessment Practices Report Card Grades

High School Interventions				
AVID Elective	9-12	AVID strategies will be required of all students in the AVID Elective Class with follow up to ensure that students are transferring the application of these strategies into their core classes as appropriate.	Students will demonstrate improved writing, inquiry, collaboration, reading strategies, study and organizational skills.	Classroom Assessment Practices Report Card Grades
9th Grade Writing Seminar	9	Full year course designed to strengthen student written language and presentation skills across disciplines. Emphasis on common core literacy shifts and research skills. Additional emphasis on 21 st century skills utilizing technology.	Improved performance in regents level courses.	Classroom Assessment Report Card Grades Regents Exam Scores
9th Grade Seminar	9	Full year course designed to improve student achievement through improved study and organizational skills. Research based strategies are adapted from AVID.	Improved course related skills and passing grades in the course & on required Regents Exams.	Team Planning Conferences Progress Reports Report Card Grades Regents Exam Scores
Sophomore Seminar	10	Full year course designed to strengthen student written language, study & organizational skills.	Improved performance in regents level courses.	Classroom Assessment Practices Report Card Grades Regents Exam Scores
Junior Seminar	11	Full year course designed to strengthen student written language, study & organizational skills. Greater emphasis is placed on test taking strategies and meeting graduation requirements.	Improved performance in regents level courses.	Classroom Assessment Practices Report Card Grades Regents Exam Scores
Student Tutoring	9-12	Extra instructional support provided by student tutors from the department honor societies.	Improved understanding of subject matter.	Improved student performance in related courses.
Summer School (available through BOCES)	9-12	Review of course material and intensive preparation for the final course assessment and/or Regents Examination.	Successful completion of course requirements.	NYS or local assessment Final Course Grade
Inclusion Support Period	9 – 12	Additional support period for inclusion students. Support teachers re-teach and emphasize organizational and study skills in small group settings.	Increased achievement in core areas	Classroom assessments Progress reports Course grades

District-Wide Interventions

Progress Monitoring	K – 12	Documented regular progress checks and further assessments. May include student/parent meeting with the teacher.	Students will make progress toward grade level expectations.	Teachers/Student/ parent Conferences Classroom assessment practices NWEA MAP Testing NYS ELA & Math Assessments Regents Exams Progress Updates Report Card Data
Teacher Extra-Help	K-12	Extra instructional support provided by staff. Arrangements on an individual basis.	Progress towards meeting grade level expectations.	Classroom assessment practices.
Psychological Counseling	K-12	Direct service to parents and students to help identify problems that interfere with learning and develop problem solving strategies	Reduce problems that interfere with learning and improve social, emotional and problem solving strategies.	Classroom Observation Teachers/Student/ parent Conferences Progress Updates Report Card Data
Psychological Consultation	K-12	Direct work with teachers to help assess student needs and provide support for developing interventions.	Enable teachers to differentiate their approach to students.	Classroom Observation Teacher/Parent/Student Conferences Progress Updates Report Card Data
Social Work Interventions	K-8	Social Worker provides guidance and support to student, teachers and/or parents to help minimize social factors that have negative impact on school performance.	Positively affect student performance and parent participation in school matters.	Staff/Parent/Student Conferences Classroom Observation Progress updates Permanent Record Data
School Nurse Interventions	K-12	School nurse provides guidance and support to students, teachers and parents to prevent or resolve general health and nutrition related issues	Increase student ability to meet standards and participate successfully within the school community	Student academic performance and participation within school community

Guidance Services	7-12	Guidance counselors provide direction and support to students, teachers and parents to prevent or resolve issues that negatively impact student performance.	Increase student ability to meet standards and participate successfully within the school community.	Student academic performance and participation within the school community.
School Community Counselor Services	9-12	School Community Counselor provides guidance and support to students, teachers and parents to help minimize social factors that have negative impact on school performance	Increase student ability to meet standards and participate successfully within the school community.	Student academic performance and participation within the school community.
Attendance Monitoring-Discipline Referral Process	K-12	School administrator provides guidance and support to students, teachers and parents to prevent or resolve attendance, discipline and mobility issues.	Increase student ability to meet standards and participate successfully within the school community.	Student academic performance and participation within the school community.
Parent Programs	K-12	Building staff designs and implements opportunities for parents to have meaningful involvement in child's educational experience.	Increase parent support and positive participation within the school community.	Participation in parent programs. Parent Surveys