Academic Intervention Services (AIS) Plan
Revised: August 2025

Effective Dates: September 1, 2025 – June 30, 2026
Adopted by the Board of Education: August 28, 2025

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1. Purpose

The Chappaqua Central School District (CCSD) provides Academic Intervention Services (AIS) to students who are at risk of not meeting New York State learning standards in English Language Arts (ELA) and Mathematics. AIS consists of additional instruction that supplements the general curriculum and/or student support services that are necessary to improve academic performance. This plan implements Board of Education Policy 5049 and complies with applicable regulations of the Commissioner of Education.

2. Scope

This plan applies to students in CCSD schools in grades K–12 with a focus on ELA and Mathematics. It defines district-wide procedures for:

- Identification and eligibility
- Services and delivery models
- Progress monitoring and reporting
- Entry and exit criteria
- Parent/guardian notification and involvement
- Program review and public posting

3. Definitions

Academic Intervention Services (AIS): Additional instruction that supplements the general curriculum and/or student support services required to support improved academic performance.

Additional Instruction: Targeted, evidence-based instruction in ELA or Mathematics delivered in addition to the student's core program.

Student Support Services: Services that support improved academic performance (e.g., organization, study skills, attendance support); in CCSD, AIS focuses on ELA/Math instruction and essential academic behaviors.

4. Identification and Eligibility

Identification follows a two-step process and is applied uniformly across schools and grade levels.

Step 1: Primary Identification

Students are identified for AIS consideration based on the following primary measures:

- **Grades 3–8 State Assessments (ELA/Math):** Students performing **below the median scale score between Level 2 and Level 3** on the State assessments are identified for AIS consideration.

- **NWEA MAP Growth (Grades 1–8):** Students at or **below the 40th percentile** in Reading and/or Mathematics are identified for AIS consideration.

- **High School (Grades 9–12):** Students who have **not yet met a graduation-required performance benchmark** in ELA or Mathematics are identified for AIS consideration. This includes:

  - Not yet passing the **Regents ELA** or required **Regents Mathematics** examination(s), and/or

  - At risk of not meeting standards based on **course performance** (e.g., quarter grades, midterms/finals) and other district assessments.

Step 2: Multiple Measures Review

A school-based team (e.g., Instructional Support Team/MTSS team) reviews each identified student's data profile to determine AIS eligibility and service level. Multiple measures may include, as appropriate:

- Course grades, including report card grades
- Curriculum-embedded assessments and unit tests
- Literacy assessments (e.g., running records, fluency screeners, decoding and comprehension measures)
- Math diagnostics and common performance tasks
- Classroom benchmarks and teacher observations
- English language proficiency measures (as applicable)
- Attendance patterns and essential academic behaviors

Decision Rule: If multiple measures corroborate risk in the identified domain, the student is enrolled in AIS. If the preponderance of evidence indicates the student is meeting grade-level expectations, the team documents the rationale and monitors the student through classroom-based supports instead of AIS.

5. Grade-Band Criteria and Procedures

Grades K–2

State assessments are not administered in these grades. Eligibility is determined using district measures. Primary indicators include:

- **NWEA MAP Growth** (Grades 1–2): at or below the 40th percentile in Reading and/or Mathematics
- **Kindergarten literacy and numeracy screeners** and benchmark assessments
- **District-wide math assessments (chapter assessments)**
- **Teacher-developed and common assessments**, progress reports, and observation data
- **Teacher Referral**

Services: Targeted push-in and/or pull-out small-group instruction in foundational literacy (phonological awareness, phonics, fluency, vocabulary, comprehension) and/or foundational numeracy (number sense, operations).
Progress Monitoring: At least every 6–8 weeks using curriculum-based measures, report cards, and/or MAP Growth checkpoints.

Grades 3–8

Primary Indicators:

- **State ELA/Math assessment:** score below the median between Levels 2 and 3
- **NWEA MAP Growth:** at or below the 40th percentile in Reading and/or Mathematics

Services: Targeted push-in and/or pull-out small-group instruction aligned to identified skill gaps; may include scheduled intervention blocks and/or limited extended-day opportunities.

Progress Monitoring: At least every 6–8 weeks; MAP Growth windows (fall/winter/spring) inform progress; interim assessments and unit-based evidence are used to adjust instruction.

Grades 9–12

Primary Indicators:

- Not yet passing **Regents ELA** and/or required **Regents Mathematics** examination(s)

- At risk of not meeting standards based on **course performance**, local assessments, and teacher/departmental criteria

Services: Focused small-group instruction during the school day and/or structured extra-help aligned to Regents/course expectations; academic counseling to support goal setting, assessment preparation, and course success.

Progress Monitoring: Quarterly grade checks and assessment checkpoints; adjustments made each marking period.

6. AIS Services and Delivery Models

- **Push-In Support:** Interventionist provides targeted instruction in the classroom during core instruction or designated intervention time.

- **Pull-Out Support:** Small-group instruction outside the classroom focusing on specific skill gaps.

- **Extended Learning Time:** When appropriate, structured support before/after school or during scheduled support periods.

- **Instructional Focus:** Evidence-based strategies aligned to NYS Next Generation Learning Standards, including foundational skills, comprehension and written expression in ELA; and conceptual understanding, procedural fluency, problem solving, and mathematical reasoning in Mathematics.

Scheduling: Services are primarily provided during the regular school day. Extended-day options may be offered based on student need and staff availability.

Personnel: Certified teachers (e.g., reading specialists, classroom teachers, math specialists) provide AIS. Service assignments and caseloads are determined by building administrators in consultation with district leadership.

7. Entry, Service Level, and Exit

- **Commencement of Services:** Students who end the school year receiving AIS services will begin the next school year with these supports.

- New services begin as soon as practicable following eligibility determination. An AIS schedule will be published as part of the curriculum calendar and shared with faculty annually.

- **Service Level:** Determined by the school-based team and may vary by frequency, duration, and group size based on student need and available resources.

- **Exit Criteria:** AIS may be discontinued when multiple measures indicate the student is meeting grade-level expectations, which typically includes one or more of the following:

- Performance **at/above the median threshold** on the next administration of the State ELA/Math assessment (Grades 3–8)

  - **MAP Growth** performance above the 40th percentile and evidence of sustained classroom success

  - **Regents** examination passed (HS) and sufficient course performance

  - Other corroborating evidence from curriculum-based measures and teacher/departmental assessments

Re-Entry: Students may re-enter AIS if later performance indicates renewed risk.

8. Progress Monitoring and Reporting

- **Monitoring:** At least every 6–8 weeks (elementary) and each marking period (middle and high school).

- **Documentation:** Building teams maintain intervention plans, progress data, and meeting notes within the school's MTSS documentation system.

- **Reporting to Parents/Guardians:** Families receive regular progress updates aligned to marking periods and/or intervention checkpoints. Reports describe the student's growth, current performance, and instructional next steps.

9. Parent/Guardian Notification and Involvement

- **Commencement Notice:** Principals notify parents/guardians in writing when AIS begins. The notice includes: (a) the reason for services; (b) a summary of services to be provided; and (c) the potential consequences of not achieving expected performance levels.

- **Exit Notice:** Principals notify parents/guardians in writing when AIS ends. The notice includes: (a) the criteria for ending services; and (b) the student's performance levels on district-selected assessments, as appropriate.

- **Language Access:** Notices and communications are provided in English and translated into the parent/guardian's preferred language or mode of communication when appropriate.

- **Ongoing Communication:** Schools provide opportunities to consult with teachers and staff and share strategies families can use to support learning at home.

10. Alignment with MTSS and Special Populations

- **MTSS Alignment:** AIS operates within the district's Multi-Tiered System of Supports. AIS is distinct from, but coordinated with, classroom differentiation and other tiered supports.

- **Students with Disabilities:** AIS does **not** replace special education services. For students with IEPs, AIS is provided only to address needs not otherwise met by special education. Coordination occurs through the building team and the student's case manager.

- **Multilingual Learners/English Learners:** AIS is distinct from services required under Part 154. When appropriate, AIS may address ELA/Math skills that are not related solely to English language acquisition.

11. Roles and Responsibilities

- **Board of Education:** Adopts and biennially reviews this plan and Policy 5049.

- **Superintendent/Assistant Superintendent for Curriculum & Instruction:** Oversees implementation, resource allocation, and biennial review.

- **Building Principals:** Ensure identification, scheduling, parent notifications, and fidelity of services.

- **School-Based Teams (IST/MTSS):** Review data, determine eligibility and service levels, monitor progress, and recommend exit.

- **Teachers/Interventionists:** Deliver instruction, collect data, monitor progress, and communicate with families.

12. Program Evaluation and Biennial Review

Every two years, the Superintendent (or designee) reviews AIS outcomes using student performance data (State assessments, MAP Growth, Regents, course outcomes) and stakeholder feedback. Findings inform revisions to this plan for Board approval. Adjustments may also be made mid-cycle to reflect updated State guidance.

13. Data Privacy and Records

AIS records are maintained consistent with district policies and applicable state and federal laws governing student records. Access is limited to authorized personnel and parents/guardians consistent with law and policy.

14. Public Posting

This plan, Policy 5049, and associated regulations are posted on the District website and made available upon request in the district office and each school.

Note: Building handbooks may provide additional details on schedules, staffing assignments, and specific progress monitoring tools used at each school.