

Williamson Central School



Academic Intervention Services Plan

2025-2026

Williamson Central School District is committed to the following...

Imperative ~ Doing What's Right for Children

Mission ~ To provide a learning community that inspires character, service, knowledge, and wisdom.

Vision ~ Active Learning in a Supportive, Respectful Environment

In alignment with these commitments, Williamson CSD has developed a comprehensive Academic Intervention Service Plan.

What are Academic Intervention Services?

Academic intervention services (AIS) are supplemental instruction/services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. There are two possible pathways for the identification of AIS services. All students performing below the SED-established scale score on one or more NYS elementary assessments in language arts and mathematics shall be considered for academic intervention services. Additionally, the district will utilize the district-developed MTSS process to determine student eligibility for AIS services. Multiple measures of student performance are factored into district identification.

AIS services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improved academic performance.

The intensity of such services may vary but must be designed to respond to student needs as indicated through state assessment results and/or the district-approved procedure that is consistent throughout the district at each grade level.

Additionally, some students may need support services in areas that can impede academic achievement, such as behavioral and attendance issues. These support services are often delivered by mental health and/or support specialists on our staff and may not require direct academic instruction. This may include but is not limited to counseling, occupational therapy, physical therapy, and speech services.

AIS can be provided to students with disabilities and English language learners in addition to their special education and/or ELL services. The Committee on Special

Education does not make recommendations for AIS or building-level services nor can Academic Intervention Services be noted on a student's Individualized Education Plan (IEP).

New York State Education Department Considerations for AIS

In kindergarten through grade 2, students are considered for AIS if they lack reading readiness or are at risk of not achieving the state-designated performance levels in English Language Arts and/or Mathematics.

In grades 3-8 students are considered for AIS if they scored below the designated performance level on any of the state elementary/intermediate assessments in ELA, Mathematics, Science, or Social Studies and/or are at risk of not meeting state standards as evidenced by local measures.

In grades 9-12, students are considered for AIS if they scored below the designated state assessments in ELA, Mathematics, Science, or Social Studies and/or are at risk of not meeting state standards as evidenced by local measures. Additionally, high school students are eligible for AIS services if they score below the designated performance levels on a state Regents examination required for graduation.

Multi-Tiered Systems of Support

Systems are put in place using a Multi-Tiered Systems of Support (MTSS) process to ensure that students receive high-quality instruction and evidence-based intervention as identified. Procedures and practices are in place to support teachers in making decisions. It is important to note that all students participate in tier 1 services daily. Tier 2 and 3 interventions are layered on top of Tier 1 to remediate and close gaps. Tier 2 and 3 interventions never replace Tier 1 instruction, as it is the foundation of all academic and social-emotional learning.

Informed Decision Making

A district-developed procedure that considers multiple measures of student performance will be used to determine who receives AIS including but not limited to the following:

- Data review done at 5-week increments (i.e. progress reports, report cards)
- NYS assessment performance (i.e. 3-8 NYS Assessments, NYS Regents)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- District standardized, formative, and/or summative assessments (i.e. universal screeners, progress monitoring)
- Grade level/performance benchmarks

- Developmentally appropriate reading assessments
- Teacher-designed and/or selected summative assessments (mastery assessments)
- Psychoeducational assessments
- Teacher recommendation

Academic Intervention Support will provide additional instruction (focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas) that supplements the general curriculum (regular education classroom). Student support services are to be provided to address barriers to improved academic performance. Designed to respond to student needs as indicated through state assessment results and district-adopted assessments, intensity and design will vary.

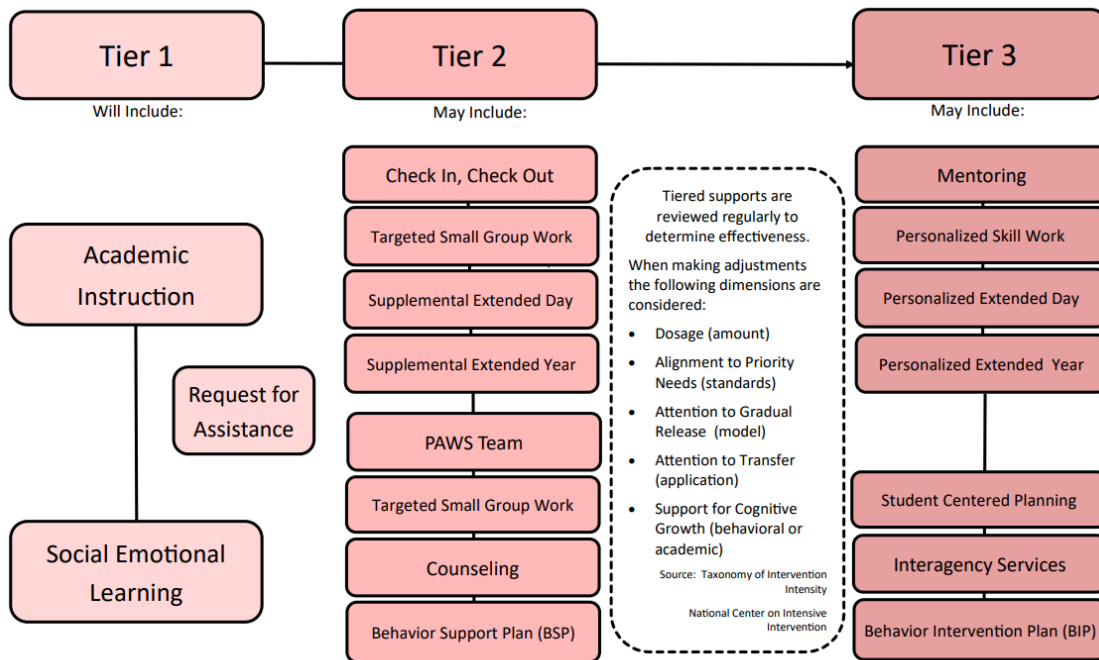
Schools should include the necessary interventions to meet the range of student needs. This could include:

- Extra time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Extended school day;
- Summer school

Programs

AIS programs should be developed based on the needs of the students it serves. Interventions are matched to students with deliberate planning. Teachers and students collaborate on common goals; Teachers use a variety of materials and resources, including technology, to meet the various learning styles and instructional needs of students.

Within the district we currently offer the following:



Each building personalizes these offerings with naming conventions, entrance/exit criteria, levels of intensity, and content areas they offer.

Teachers and parents should consider the following when reviewing a student's AIS program:

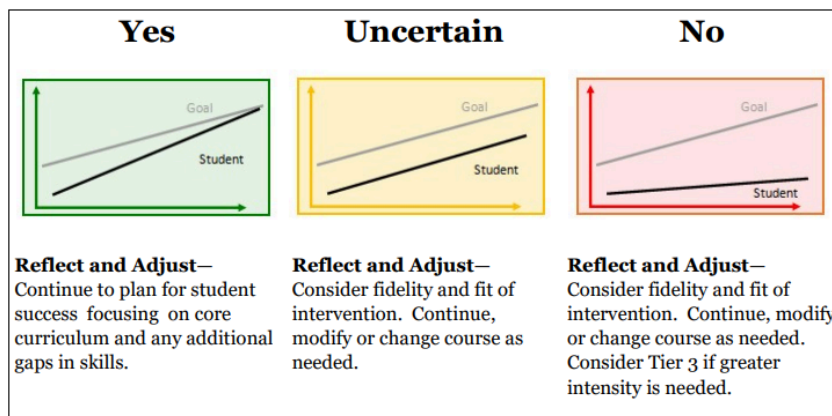
- A student's intervention is chosen based on a variety of pieces of information, including tests and student work, that identify specific student needs.
- The AIS and classroom teachers know what each student needs to learn to meet the state learning standards.
- Students grouped for specific interventions have similar educational needs.
- Students are evaluated regularly 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 learn organization and problem-solving strategies, including how to respond to questions requiring critical thinking skills.
- A student's core classes and AIS are scheduled so that students have uninterrupted learning time.
- Parents, teachers, principals, and other school personnel collaborate in meeting the educational needs of the child.

Communication

Parent(s) must be notified in writing by the principal (or a building representative) of the school that their child will receive academic intervention services. This notification must be provided to the parent before the start of AIS. Such notice must be provided in English and translated, when appropriate, into a parent/guardian's native language. This notification must include:

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

Quarterly reports (via report card and/or a separate progress report) should communicate interim progress in achieving satisfactory progress. A student's progress is monitored regularly to inform instruction and assess the continued need for Academic Intervention Support. Consider the following:



Changes in academic intervention services and/or discontinuation of services must be communicated in a reasonable time frame with parents/guardians, including the rationale behind any changes.

Dismissal

Students demonstrating proficiency in the general education curriculum of the identified content area will be considered for dismissal. All decisions will be made utilizing multiple points of data, teacher input, and administrative oversight.