

Williamson Central School



Academic Intervention Services Plan

2026-2027

Reviewed: 8/18/2026

BOE Approved: 9/2/2026

District Commitments

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 Central School District has developed this comprehensive Academic Intervention Services (AIS) Plan to ensure that students who are at risk of not achieving New York State Learning Standards receive timely, targeted, and appropriate support.

The district will review its AIS practices annually and will formally review and revise this description of Academic Intervention Services at least every two years based on student performance results and applicable New York State Education Department requirements.

What Are Academic Intervention Services?

Academic Intervention Services are additional instruction and/or student support services designed to assist students who are at risk of not achieving New York State Learning Standards.

AIS may address:

- English Language Arts in grades K–12;
- Mathematics in grades K–12;
- Science in grades 4–12; and
- Social Studies in grades 4–12.

Academic Intervention Services may include one or both of the following:

1. Additional instruction that supplements the general education curriculum and provides focused instruction and/or increased student-teacher instructional contact time; and/or
2. Student support services designed to address barriers that may interfere with a student's academic progress.

AIS is supplemental to the student's regular instructional program and is not intended to replace appropriate Tier 1/core instruction.

The frequency, duration, group size, instructional approach, and intensity of AIS may vary based upon individual student needs.

Identification and Eligibility

Williamson Central School District will use a district-developed procedure, applied uniformly and equitably at each grade level, to determine which students require Academic Intervention Services.

No single local assessment or teacher recommendation will independently determine a student's eligibility when multiple measures are appropriate. The district will consider multiple sources of evidence to determine the nature and intensity of support needed.

Kindergarten–Grade 2

Students in kindergarten through grade 2 will be considered for AIS when district-approved measures indicate that the student:

- Lacks reading readiness; and/or
- Is at risk of not achieving State Learning Standards in English Language Arts and/or Mathematics.

The district will use developmentally appropriate assessments and other evidence of student performance to make these determinations.

Grades 3–8

Williamson CSD will follow the NYSED identification procedures applicable to the current school year.

For the 2026–2027 school year, identification in ELA and Mathematics will include the NYSED-required two-step process.

Step 1: All students performing below the State-established median scale score between Level 2/partially proficient and Level 3/proficient on the applicable Grades 3–8 ELA or Mathematics State assessment will be identified for consideration for AIS. Students scoring at or above the State-established Step 1 scale score may also be considered for AIS when district measures demonstrate that they are at risk of not achieving State Learning Standards.

Step 2: The district will apply its locally developed multiple-measures procedure to determine which identified students require AIS.

Students who do not meet the State assessment criterion may also be considered for AIS when district measures demonstrate that they are at risk of not achieving State Learning Standards.

Grades 9–12

Students in grades 9–12 will be considered for AIS when they:

- Perform below the State-designated performance level on an applicable State assessment or examination required for graduation;
- Are at risk of not achieving State Learning Standards in ELA, mathematics, science, and/or social studies based on district-selected measures; and/or
- Demonstrate through multiple measures that additional academic intervention is necessary to support successful progress toward graduation.

District Multiple-Measures Process

The district may consider multiple measures including, but not limited to:

- NYS Grades 3–8 ELA, Math and/or Science assessment performance;
- NYS Regents Examination performance;
- New York State English as a Second Language Achievement Test (NYSITELL/NYSESLAT/WIDA);
- Universal screening assessments;
- District benchmark assessments;
- Curriculum-based measures;
- Progress-monitoring assessments;
- Grade-level and course performance;
- Teacher-designed or selected formative and summative assessments;
- Student work samples;
- Psychoeducational assessments, when applicable;
- Attendance and other relevant factors affecting academic performance;
- Teacher input and recommendation; and
- Other district-approved measures of student performance.

Step 1: NYS Assessment Cut Score Considerations

The chart below identifies the New York State Education Department (NYSED) scale scores used in Step 1 of the AIS identification process for Grades 3–8 ELA and Mathematics. Students who score at or above the State-established Step 1 scale score may also be considered for AIS when district measures demonstrate that they are at risk of not achieving State Learning Standards.

Grade	ELA	Mathematics
3	441	437
4	440	440

5	441	441
6	440	440
7	441	440
8	440	443

Step 2: District Multiple-Measures Review

Students identified for further review through Step 1 will be considered using the district's locally developed multiple-measures process. The chart below identifies the additional student performance measures and associated performance criteria used by the district in determining whether a student requires Academic Intervention Services. No single local measure will independently determine eligibility; multiple sources of evidence will be considered to confirm the student's identified area of need and need for additional support.

Additional Measure	AIS Concern/Entrance Indicator	Exit Indicator
Universal screener/benchmark (iReady Reading and/or Math)	Placement two or more grade levels below the student's enrolled grade and/or publisher-designated high-risk performance	Placement improves to one grade level below or better, with other evidence demonstrating progress toward grade-level expectations
Universal screener/benchmark (mClass DIBELS and/or Math)	Below or well below benchmark and/or other evidence of a persistent academic need.	Meets or demonstrates sustained progress toward grade-level benchmark/expectations, supported by multiple measures.
District/common assessment	Below 65–70% mastery of priority grade-level standards	≥75–80% mastery on multiple assessments
Curriculum-based progress monitoring	Performance below grade benchmark and/or inadequate rate of growth	Meets benchmark/goal with adequate growth for 6–8 weeks
Course/marking- period grades	Below 65% in ELA or Math	≥70% with other evidence of proficiency
Additional reading diagnostics	Below grade-level benchmark in decoding, fluency and/or comprehension	Meets established grade-level benchmark on targeted skill

Teacher evidence/student work	Consistent inability to independently demonstrate grade-level standards	Consistent independent demonstration of targeted standards
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Public-Availability Statement

In accordance with Commissioner's Regulation §100.2(ee), Williamson Central School District will maintain this Academic Intervention Services policy no later than September 1 of each school year and will make the policy publicly available on the district website. The policy identifies the student performance measures and associated scores or performance criteria used in determining eligibility for Academic Intervention Services. These criteria will be reviewed annually and updated as necessary to reflect current State assessment requirements, district assessments, and student needs.

English Language Learners/Multilingual Learners

English Language Learners/Multilingual Learners (ELLs/MLLs) may receive Academic Intervention Services when the district's uniformly applied identification procedure determines that the student is at risk of not achieving State Learning Standards in ELA, mathematics, science, and/or social studies.

Measures used in making this determination may include the NYSESLAT as well as other appropriate measures of academic performance.

AIS provided to an ELL/MLL is supplemental to and does not replace the student's required ENL or bilingual education program and services under Commissioner's Regulation Part 154.

The district will consider a student's English language proficiency when interpreting assessment results and determining whether an academic difficulty reflects a need for AIS, English language development, or both.

Students with Disabilities

Students with disabilities may receive AIS in addition to the programs, services, accommodations, and supports identified through the Committee on Special Education.

AIS is a general education service. The determination that a student requires AIS is made through the district's AIS identification process and is not a recommendation made by the Committee on Special Education.

When appropriate, AIS providers, classroom teachers, special education staff, and other professionals will collaborate to coordinate services and avoid unnecessary duplication of intervention.

Multi-Tiered Systems of Support

Williamson CSD uses a Multi-Tiered System of Supports (MTSS) to provide increasingly targeted levels of academic, behavioral, and social-emotional support.

Tier 1 Core Instruction

All students receive high-quality, standards-aligned core instruction.

Tier 1 may include:

- Differentiated academic instruction;
- Universal screening;
- Classroom-based supports;
- Social-emotional learning;
- Evidence-based instructional practices; and
- Ongoing formative assessment.

Tier 1 instruction is the foundation of the instructional program. AIS and Tier 2 or Tier 3 interventions supplement rather than replace appropriate core instruction.

Tier 2 Targeted Intervention

Tier 2 provides additional targeted support to students demonstrating identified areas of need.

Services may include:

- Targeted small-group instruction;
- Increased instructional time;
- Check-in/check-out;
- Supplemental extended-day or extended-year instruction;
- Counseling;
- Academic skill intervention;
- Behavioral supports;
- Within-class intervention or additional instructional staffing; and
- Other evidence-based interventions matched to identified student needs.

Tier 3 Personalized Intervention

Tier 3 provides individualized or highly targeted intervention for students requiring greater intensity.

Services may include:

- Increased frequency or duration of intervention;
- Smaller instructional groups;
- Individualized skill instruction;
- Personalized extended-day or extended-year programming;
- Mentoring;
- Student-centered planning;
- Counseling and behavioral intervention;
- Interagency collaboration when appropriate; and
- Other individualized supports based on student need.

Movement among tiers is based upon student need and response to intervention rather than a predetermined length of time.

Delivery of Academic Intervention Services

The setting in which intervention is provided does not independently determine the tier or intensity of support; delivery will be matched to the student's identified need.

AIS may be provided through:

- Additional instructional time during the regular school day;
- Targeted individual or small-group instruction;
- Within-class support;
- Co-teaching or team-teaching models;
- Intervention periods;
- Extended-day programming;
- Extended-year programming;
- Student support services addressing barriers to academic achievement.

The district will seek to schedule AIS in a manner that minimizes disruption to core instruction and provides students with appropriate access to their full educational program.

All Academic Intervention Services will be provided by qualified staff who are appropriately certified for the services they provide in accordance with applicable NYSED certification requirements.

Individualization of AIS

Academic Intervention Services will be matched to the student's identified area or areas of need.

When planning intervention, staff will consider:

- The specific skill or standard requiring intervention;
- The student's current level of performance;
- Appropriate instructional strategies;
- Frequency and duration of intervention;
- Student-teacher ratio/group size;
- Progress-monitoring measures;
- English language proficiency, when applicable;
- Existing supports and services;
- Student strengths and interests; and
- The student's response to previous intervention.

Students grouped together for intervention should demonstrate sufficiently similar instructional needs to benefit from the intervention provided.

Progress Monitoring

Student progress will be monitored regularly to determine whether the intervention is producing sufficient progress toward grade-level/course expectations and State Learning Standards.

Progress-monitoring data will be used to answer three questions:

Is the student making sufficient progress?

If yes, the team will continue the intervention as appropriate and consider whether a reduction or discontinuation of services is warranted.

Is progress occurring, but at an insufficient rate?

If so, staff will examine the intervention's implementation, frequency, duration, instructional approach, and alignment to the student's identified needs and make appropriate adjustments.

Is the student demonstrating little or no meaningful progress?

If so, staff will review intervention fidelity, reconsider the identified area of need, adjust the intervention, and consider whether a more intensive level of support is appropriate.

Progress-monitoring information may include:

- Curriculum-based measures;
- Benchmark assessments;
- Classroom assessments;
- Student work;
- Grades/course performance;
- State assessment results;
- Progress toward identified intervention goals;
- Attendance and engagement information when relevant; and
- Teacher observations supported by student performance evidence.

AIS Entrance Criteria

A student may enter AIS when the district's established identification process demonstrates that the student is at risk of not achieving State Learning Standards.

Except where State criteria independently require consideration or provision of services, the district should use multiple sources of evidence when making an AIS determination.

The following decision-making framework is expected when planning for an AIS assignment:

1. Evidence of academic need

At least one district-approved performance measure indicates that the student is below the district-established benchmark or State performance expectation.

AND

2. Supporting evidence

At least one additional measure confirms the identified skill deficit or risk of not meeting State Learning Standards.

Supporting evidence may include:

- A second assessment;
- Curriculum-based measures;
- Classroom performance;
- Student work;
- Progress-monitoring data;
- State assessment results;

- Teacher-documented evidence; or
- Other approved measures.

AND

3. Team review

Appropriate school personnel review the available evidence and determine:

- The specific area of need;
- The intervention most closely aligned to that need;
- The appropriate frequency, duration, and intensity;
- The measure that will be used to monitor progress; and
- The initial goal or expected outcome.

State-mandated identification requirements will supersede this recommended local framework when applicable.

Exit Criteria

AIS continues only as long as the student demonstrates a need for the service.

AIS may be discontinued when student performance meets or exceeds the applicable State-designated performance level or when district-selected assessments and other evidence demonstrate that the student is likely to meet or exceed the applicable State performance level. The district will ordinarily consider multiple sources of evidence, including the student's achievement of district-established exit criteria, progress toward State Learning Standards, sustainability of improvement, and likelihood of maintaining satisfactory progress with Tier 1/core instruction and supports.

In Williamson, at least two data sources will support the discontinuation of AIS.

A student's AIS should not be discontinued solely because the student has completed a predetermined number of weeks or semesters of intervention.

The team may also determine that a student should:

- Continue the current intervention;
- Receive a reduced level of intervention;
- Receive a different intervention;
- Receive a more intensive intervention; or
- Exit AIS and continue to be monitored through Tier 1 support.

Decisions regarding continuation, modification, intensification, or discontinuation of AIS will include appropriate teacher/provider input and administrative oversight.

Parent/Guardian Notification and Involvement

Commencement of Services

The parent or person in parental relation to a student identified as requiring AIS will be notified in writing by the principal that the student will receive Academic Intervention Services.

Notification will be provided in English and translated, when appropriate, into the parent's/guardian's native language or mode of communication.

The notification will include:

- A summary of the Academic Intervention Services to be provided;
- The reason the student requires the services; and
- The consequences of not achieving expected performance levels.

Academic Intervention Services will commence as soon as practicable following the determination that a student requires such services, and in no case later than the beginning of the semester following the determination, consistent with Commissioner's Regulation §100.2(ee).

Ongoing Communication

Parents/guardians of students receiving AIS will receive:

- An opportunity to consult with the student's regular classroom teacher(s) and professional staff providing AIS at least once each semester during the regular school year;
- A report on the student's progress at least once each quarter during the regular school year;
- Information about the student's progress toward identified goals;
- Information about ways the parent/guardian can support the student's academic achievement;
- Information about ways to monitor the student's progress; and
- Opportunities to collaborate with educators regarding the student's academic needs.

Communication will be provided in a language or mode of communication understood by the parent/guardian, as appropriate.

Changes to Services

When progress-monitoring data indicate that the nature or intensity of AIS should change, parents/guardians will be informed within a reasonable time frame.

The communication should explain:

- The change in service;
- The reason for the change; and
- How the student's progress will continue to be monitored.

Discontinuation of Services

When the district determines that AIS is no longer needed, the parent/guardian will be notified in writing.

The notice will be provided in English and translated, when appropriate, into the parent's/guardian's native language or mode of communication.

The district should communicate the evidence used to determine that the student no longer requires AIS and describe how the student's continued progress will be monitored through the general education program.

Building-Level Implementation

Each Williamson CSD school may personalize the delivery of AIS to meet the needs of its students while operating within the district-wide identification, progress-monitoring, and exit procedures established in this plan.

Variations may include:

- Intervention names;
- Scheduling structures;
- Content areas;
- Frequency and duration;
- Group size;
- Intervention programs;
- Staffing models; and
- Levels of intensity.

Building-level practices may not establish eligibility or exit requirements that conflict with the district-wide procedures or applicable NYSED requirements.

Each building will maintain an implementation description identifying its available AIS services.

Building/Grade Span	Content Area	Intervention/ Service	Frequency/ Duration	Provider/ Certification	Progress- Monitoring Tool
Elementary / K–2	ELA/Reading	Targeted reading intervention; small-group explicit instruction in phonemic awareness, phonics, fluency, vocabulary and/or comprehension based on identified need	Typically 20–40 min., 3–5x/week; intensity based on student need	Appropriately NYS-certified teacher; literacy/reading specialist as applicable; teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	District-approved universal screener; curriculum-based measures; reading diagnostic; intervention progress monitoring
Elementary / K–2	Mathematics	Targeted small-group math intervention addressing identified foundational skill/standard deficits	Typically 20–40 min., 3–5x/week; intensity based on student need	NYS-certified elementary or other appropriately certified teacher; teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	District universal screener/benchmark; curriculum-based measures; common assessments
Elementary / 3–5	ELA/Reading	Targeted small-group reading/ELA intervention based on identified skill deficits	Typically 30–40 min., 3–5x/week	Appropriately NYS-certified teacher; literacy/reading specialist as applicable; teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	NYS assessment data; universal screener; reading diagnostic; district benchmark; curriculum-based progress monitoring

Building/Grade Span	Content Area	Intervention/ Service	Frequency/ Duration	Provider/ Certification	Progress- Monitoring Tool
Elementary / 3–5	Mathematics	Targeted small-group math intervention addressing priority standards and identified skill gaps	Typically 30–40 min., 3–5x/week	NYS-certified elementary or other appropriately certified teacher; teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	NYS assessment data; universal screener; district/common assessments; curriculum-based progress monitoring
Middle School / 6–8	ELA/Reading	Supplemental ELA/reading intervention; targeted small-group or scheduled intervention period	Typically 30–45 min., 3–5x/week based on need	NYS-certified ELA and/or Reading specialist or other appropriately certified teacher; a teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	NYS ELA assessment; universal screener; district/common assessments; reading diagnostic; progress-monitoring measures
Middle School / 6–8	Mathematics	Supplemental math intervention; targeted small-group or scheduled intervention period	Typically 30–45 min., 3–5x/week based on need	NYS-certified mathematics teacher or other appropriately certified teacher; a teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	NYS Math assessment; universal screener; district/common assessments; curriculum-based progress monitoring

Building/Grade Span	Content Area	Intervention/ Service	Frequency/ Duration	Provider/ Certification	Progress- Monitoring Tool
High School / 9–12	ELA/Reading	Reading/ELA AIS; supplemental targeted literacy instruction based on identified need	Typically one scheduled intervention period, 3–5x/week; intensity based on student need	NYS-certified ELA and/or Reading specialist or other appropriately certified teacher; a teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	Regents/State assessment data; reading diagnostic; common/course assessments; student work; progress-monitoring measures
High School / 9–12	Mathematics	Math AIS; supplemental targeted instruction connected to identified course/standards deficits	Typically one scheduled intervention period, 3–5x/week; intensity based on student need	NYS-certified mathematics teacher or other appropriately certified teacher; a teacher assistant may provide instructional support under the supervision of an appropriately certified teacher.	Regents/State assessment data; common/course assessments; student work; curriculum-based assessments; progress-monitoring measures

Annual Review and Program Evaluation

The district will review its AIS policy and identification procedures annually to ensure alignment with current NYSED requirements.

The district will also examine the effectiveness of its AIS program using student performance data.

The review should consider:

- Number and percentage of students receiving AIS;
- Student demographic groups represented in AIS;
- Content areas generating the greatest need for intervention;
- Student growth while receiving intervention;
- State and local assessment performance;
- Rates of students entering and exiting AIS;
- Effectiveness of specific interventions;
- Fidelity of intervention implementation;
- Differences in outcomes among buildings, grades, and student groups; and
- Whether staffing and scheduling adequately support identified student needs.

The district will formally review and revise its AIS description at least every two years based on student performance results and applicable State requirements.

Guiding Principle

Academic Intervention Services are intended to provide students with timely, targeted, supplemental support based on demonstrated need.

Williamson Central School District believes that intervention is most effective when:

- Students have continued access to strong Tier 1 instruction;
- Intervention targets a clearly identified need;
- Instruction is evidence-based and appropriately intensive;
- Student progress is monitored frequently;
- Services change in response to evidence;
- Families are active partners;
- Teachers and interventionists collaborate; and
- Decisions to begin, modify, intensify, or discontinue services are based on multiple measures of student performance.

The goal of AIS is not simply to provide additional instructional time. The goal is to provide the right support, at the right level of intensity, for the right amount of time so that students can successfully achieve New York State Learning Standards.

[NYSED 2025–26 AIS identification requirements and scale scores](#)

[NYSED Commissioner’s Regulation §100.2, including AIS requirements](#)