

# **ALL ABOUT A.I.S.**

## **Academic Intervention Services**

**Hudson City School District**

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## **All About A.I.S.** **A Guide to** ***Academic Intervention Services***

### ***What is A.I.S.?***

Academic Intervention Services help students who are struggling to achieve the New York State Common Core standards in English Language Arts and Mathematics in grades K-12. A.I.S. services include extra instructional time and other supports to help students achieve success in meeting the learning standards. There are two ways a student becomes eligible for A.I.S.:

- First, the school district determines that the student is at risk of not meeting state standards. Class achievement, standardized tests, and teacher recommendations are used.
- Second, if a student receives a score of a 1 or a 2 on the New York State Assessments or Regents exams in ELA or Math, AIS is mandated for a minimum of ten weeks.

A.I.S. services are funded through federal Title I allocations that the District receives every school year. Title I funds allow the District to improve basic programs operated by each school. The Title I program provides financial assistance to schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards.

### **Parental Notification and Involvement**

Parents and guardians always receive written notification when a child is recommended to receive A.I.S. services. Written notification is also sent when services are no longer needed. Parents and guardians can also expect the following:

- An opportunity, at least once a semester, for a meeting with the student's regular classroom teacher, the A.I.S. teacher, and any other pertinent staff.
- Notification regarding the date of a meeting of the parents of all A.I.S. students to learn more about the program. Usually, this occurs on the same date as Open House.
- Quarterly progress reports during the school year. The first quarter report will be in the form of an outline of goals specific to the needs of the student. Such reports will provide information regarding student performance while receiving Academic Intervention Services.
- Information on ways to work with your child at home and monitor his/her progress.

### **What Should You Look for in an A.I.S. Program?**

***In an A.I.S. Program, look for the following:***

- A.I.S. is based on a variety of pieces of information, including tests and student work, that identify specific student needs.
- The A.I.S. and classroom teachers know that each student must learn to meet the Common Core Learning Standards.

- Students who are receiving A.I.S. are grouped with students who have similar educational needs.
- Students are evaluated periodically to determine if A.I.S. should be changed or ended.
- A.I.S. 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.I.S. is scheduled in addition to the core program.
- A variety of materials and resources are used.

**Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 and its reauthorization in the Every Student Succeeds Act - Each school shall:**

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children —
  - (A) timely information about programs under this part;
  - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) if the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

## **What Are Some Ways That I Can Help My Child to Be Successful?**

- Encourage your child to read daily. Studies show that the more students read, or are read to, the more fluent they will become. Include non-fiction in the reading diet.
- Develop vocabulary – use the dictionary, or the computer, identify new words every week.
- Work on organizational skills-sorting materials by subject, setting up notebooks, following multi-step directions, etc.
- Ask questions!

## **A.I.S. Services K - 8**

### **Classroom**

Children experiencing difficulty will receive extra support in the classroom, with at least two reading lessons a day with the classroom teacher.

**Those needing additional support will receive one of the following with a reading teacher:**

### **Leveled Literacy Intervention (LLI)**

Intense small-group instruction developing progressive skills and strategies for reading. Children receive copies of the books read in school to keep and read at home. Parental support is needed to maximize effectiveness.

### **Reading Recovery Model**

Grade 1 intervention of 16-20 weeks. 1:1 instruction daily. Lessons are geared to the needs of the child. Parental support is required.

### **1:1 or Other Small Group Instruction**

Sometimes children are not quite ready for a formal program and will receive support in a readiness group or work 1:1 or in a small group with a reading teacher on specific areas of weakness. These students usually move in to another program when they have progressed enough to handle the demands of one of the other programs.

### **Wilson Reading**

Wilson Reading is a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.

### **Other Supports**

Students in the after school program may participate in one of many programs that provide extra help, usually with a mentor, a buddy reader, or in a small group.