Homer Academic Intervention Support Options

**Progress Monitoring and Differentiated Instruction**: For those students who are not significantly below the expected standards in either English language arts, mathematics, science or social studies, individual student needs are met by the classroom teacher through high quality core instruction, differentiation, and progress monitoring. In this situation, the general education teacher will fulfill the duties of the primary service provider. This is the most desirable model and will be utilized whenever possible.

**Push-in services**: Reading or AIS teachers may push into the classroom to provide supplemental instruction and support.

**Pull-out services**: Small group, pull-out services in English language arts and/or reading: Students will receive support from the ELA teacher and/or Reading teacher outside of the general education classroom for 30-40 minutes, at least 2-3 times per week.

**Computer aided instruction**: Computer aided instruction will also be utilized using a variety of programs, including but not limited to Achieve 3000, Accelerated Reading, System 44, and NovaNet. Computer aided instruction will be utilized under the supervision of a general education teacher, special education teacher, and/or AIS staff member.

**Scheduled Academic Intervention**: Both the Junior High and High School offer academic support during scheduled times throughout the school day. Services are provided by AIS staff, content area teachers, and with the support of teaching assistants.

**TEAM Time**: Students at the Intermediate School receive supplementary instruction or enrichment during a school-wide instructional block called TEAM time. Classroom teachers, reading teachers, and special education teachers provide services with the support of teaching assistants.

**Extended Day/Early Morning Program**: Extended day programs take place during the tenth period at the Junior High and before school at the Intermediate School and Hartnett. They are meant to provide extra help or more individualized support to students.

**Summer School Program**: A summer reading program is offered to at-risk students in grades K-6, and a comprehensive summer school is available to 7th - 12th graders.

**Coordination of non-academic support services**: School counselors, psychologists, nurses, and social workers coordinate support and services that include, but are not limited to attendance, discipline, health, nutrition, modification to program, and/or mobility.

**Exit Criteria**: Academic Intervention Services will discontinue when a student has successfully attained the district standards according to the state and/or district criteria for beginning services. This information may be documented through State assessments, local assessments, progress monitoring and/or documentation of student work. All students must receive Academic Intervention Services for one semester before they are eligible to exit the program.
Because last year’s state ELA and Math assessments in grades 3-8 were the first to ever measure the Common Core Learning Standards (CCLS), districts were provided flexibility in providing Academic Intervention Services to students. The State Board of Regents adopted the CCLS in 2010.

Students scoring below the following scale scores should receive academic support services. Scale scores appear on your child’s Individual Student Report for each test.

**ELA:**
- Grade 3 scale score of 299
- Grade 4 scale score of 296
- Grade 5 scale score of 297
- Grade 6 scale score of 297
- Grade 7 scale score of 301
- Grade 8 scale score of 302

**MATH:**
- Grade 3 scale score of 293
- Grade 4 scale score of 284
- Grade 5 scale score of 289
- Grade 6 scale score of 289
- Grade 7 scale score of 290
- Grade 8 scale score of 293