

## Academic Recovery- Overview for All Students

The [Academic Recovery Plan](#) outlines the Academic Priorities for SY 2021-2022, driven by the need to welcome every student, staff member, and family back in this year of homecoming. We have the opportunity to transform the student experience by ensuring our school environments are welcoming and affirming, anchored in setting high expectations and rigorous instruction to accelerate learning for every student beyond the pandemic. In particular, ensuring every student develops comprehensive literacy skills at every grade level is both paramount to academic acceleration and a fundamental civil right. Building off our strong foundation of 3K, PK, and ULit coaching investments, we are positioned to not only ensure every student has the support and resources needed to read at grade level by the end of second grade, but also to provide robust discipline-based literacies across all content areas. As a citywide priority and effort, we will be able to analyze and progress monitor literacy data to ensure our investments have impact in moving students to proficiency, and ensure necessary supports are available from B/COs and Central where needed.

This overview guidance is intended to support school leaders as they plan and consider leveraging existing structures in preparation for supporting students. Included below are considerations for coordination and functions of the Academic Intervention Services (AIS) team, or other commensurate name already established at the school. Referred to as the AIS Team, each school must have a team that coordinates overall recovery actions for all students who are entitled and expected to participate in AIS, including [Multilingual Learners](#) and [Students with Disabilities](#). Ultimately, all actions and team configurations are driven by student needs. To that end, this document serves as the overall strategy for coherent academic recovery with additional companion resources and professional learning opportunities available to support school leaders and their staff that correspond to serving the particular needs of students for the Fall of 2021.

### Academic Intervention Services and the Multi-tiered Delivery Model

Academic Intervention Services are additional instructional supports provided to students with greater academic needs. The coordination of AIS requires schools to provide time and resources for students who need additional support to ensure students are learning the essential elements of their instructional plans. Effective interventions are delivered through a multi-tiered instruction and intervention model that promotes early identification of students in need of additional support through evidence-based instruction, assessment, and intervention.

#### Tier 3 Intensive Interventions (approx. 1-5% of students)

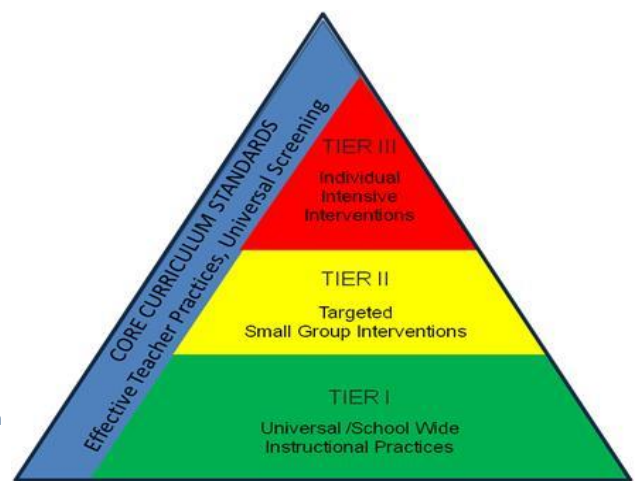
- Individual students
- Assessment-based
- High intensity

#### Tier 2 Targeted Interventions (approx. 5-15% of students)

- Small group interventions
- Assessment-based
- Intensive

#### Tier 1 Instruction (approx. 80-90% of students)

- All students
- High-quality, core instruction
- Preventative, proactive



## **Leverage Data to Prioritize Core Instruction for All Students**

As teachers begin the school year creating a welcoming and affirming environment, they will collect and internalize multiple data points to know every student well including empathy interviews, community building exercises, SEL screeners, academic screeners, data captured in SESIS (for SWDs) and EDUR (for ML/ELLs), and other teacher assignments. All of the information should be prioritized to support the necessary adjustments to the school's chosen core curriculum to differentiate for learners based on ongoing analyses of several data points.

## **Student Identification and Grouping for Academic Intervention Services (AIS)**

All students, including ML/ELLs and SWD, who are not yet meeting benchmark or standards, even after core instruction has been adjusted, will have the opportunity to be provided targeted intervention. Student identification and grouping for interventions must be consistent across student populations (GE/ELLs/SWD) based on assessment data. Schools should identify students needing supplementary academic support through multiple measures, including screener data, report cards, samples of student work, projects, assessments, assignments, and other student work alongside test scores.

A noted exception is when a school finds their tier proportions do not match those outlined above. For example, the majority of the student population falls below or well-below benchmark. The recommended approach in universal screening is to focus on strengthening core instruction and providing universal support in Tier I.

## **Structure and Function of Collaborative Teams**

The AIS team is responsible for coordinating all interventions and recovery services offered by the school, including those for students with disabilities and MLs/ELLs. The Academic Intervention Services (AIS) team might include administrators, general education teachers, special education teachers, reading specialists, ENL/Bilingual educators, Universal Literacy (ULit) reading coaches, Literacy Lead, school psychologists, speech and language teachers, and special education liaison. Schools are encouraged to build upon or leverage an existing collaborative team with similar functions.

The AIS team works with cross-functional teams such as the SIT, Crisis Intervention Team, Language Allocation Policy (LAP) or Professional Learning Teams (PLT). The overall expectation is that each school has a designated collaborative team that works together to make decisions using data to organize student learning for tier 1 core instruction and tiers 2 and 3 as needed. Therefore, schools must track academic interventions in STARS in alignment with current STARS programming guidance. School leaders should consider school size, intensity of student needs, and available resources in determining the collaborative teaming structure that works best for their school.

## **Timeline & Implementation Plan**

This work will take a coordinated and sustained focus on accelerating instruction for every student. While each school's approach is unique, the timeline and implementation plan below will serve as guidance to execute key actions throughout the SY 2021-2022. It is expected that teachers are continuously adjusting and tailoring instruction. These identified milestones delineate suggested times to ensure identified steps are taken.

Milestone	Milestones & Key Actions
<b>September 2021</b>	<ul style="list-style-type: none"> <li>● Convene the Academic Intervention Services (AIS) team, inclusive of representatives from the LAP and SIT</li> <li>● AIS Team liaise with LAP team and SIT to review instructional plans for Multilingual Learners and Students with Disabilities</li> <li>● Identify curricula/programs for tiered interventions and key personnel for intervention training</li> <li>● Plan for implementation of universal screening</li> <li>● Case managers (typically the special education teacher or related service provider-for a student with related services the case manager is usually the school psychologist) begin creating notices of Special Education Recovery Services (individual recovery plan) in SESIS with parent input by dates outlined in Academic Recovery for All - Special Education Guidance (noting special considerations for students with specialized transportation- this requires 30 days notice)               <ul style="list-style-type: none"> <li>○ SIT will provide case managers with information needed to make recovery services offers for students on their caseload</li> <li>○ Case manager will speak with student's related service providers</li> <li>○ Call the family to discuss and offer special education recovery services</li> <li>○ If the student has an annual / reevaluation / requested IEP meeting in the next ~6 weeks, move the meeting up and hold at the same time SE Recovery Services plan is developed. This prevents the case manager from having to meet with the family twice in a short period this fall.</li> <li>○ Mail or email the notice to the parent.</li> </ul> </li> </ul>
<b>October 2021</b>	<ul style="list-style-type: none"> <li>● Ensure universal screening is completed by close of BOY window, October 22nd (make-up window closes October 29th)</li> <li>● AIS team reviews screener data to evaluate student learning and inform professional development needs at the school level as well as inform critical decisions regarding curriculum, programming, and supports, including Special Education Recovery Services</li> <li>● Create opportunities to convey student progress by either utilizing progress reports, parent teacher conferences, or during C6 hours, for example.</li> <li>● Partner with families to register students for Special Education Recovery Services in NYCSA</li> </ul>
<b>November 2021</b>	<ul style="list-style-type: none"> <li>● Plan and implement adjustments to core instruction and interventions (continuous action moving forward)</li> <li>● Begin Special Education Recovery Services for students in Priority Group 1 by November 15th</li> </ul>
<b>December 2021</b>	<ul style="list-style-type: none"> <li>● Review progress of core instruction and intervention plans</li> <li>● Begin Special Education Recovery Services for students in Priority Group 2 by December 13th</li> </ul>
<b>January 2022</b>	<ul style="list-style-type: none"> <li>● Begin administering screener within MOY window, January 10th- February 11th (make-up window closes February 18th)</li> <li>● AIS team reviews screener data to evaluate student learning and inform professional development needs at the school level as well as inform critical decisions regarding curriculum, programming, and supports</li> <li>● Begin Special Education Recovery Services for students in Priority Group 3 by January 15th</li> </ul>

<b>February 2022</b>	<ul style="list-style-type: none"> <li>● Plan and implement adjustments to core instruction and interventions</li> </ul>
<b>March 2022</b>	<ul style="list-style-type: none"> <li>● Review progress of core instruction and intervention plans</li> <li>● Create opportunities to convey student progress by either utilizing progress reports, parent teacher conferences, or during C6 hours, for example.</li> </ul>
<b>April/May/ June 2022</b>	<ul style="list-style-type: none"> <li>● Begin administering screener within EOY window, May 9th - June 3rd (make-up window closes June 10th)</li> <li>● AIS team reviews screener data to evaluate student learning, inform adjustments for instruction/intervention for the rest of the school year, and set goals for fall 2022</li> </ul>

**Resources**

[Academic Recovery for All- Special Education Guidance](#)

[Academic Recovery for All- MLs/ELLs Guidance](#)

[Menu of K-5 Interventions](#)

[Menu of 6-8 Interventions](#)

[Menu of 9-12 Interventions](#)