

Academic Recovery-Menu of 9-12 Interventions

The **Academic Recovery Plan** helps schools reflect upon and refine their practices to strengthen strong culturally responsive core instruction (Tier 1), and the use of varied assessments, including universal screeners, are critical in accelerating learning for each student academically, and social emotionally. To complement other forms of assessment in each school, schools will administer universal screeners in ELA and Math K-8/HS three times (Fall, Winter, Spring) to the entire student population, including ELLs and SWDs. Its purpose is to identify students' strengths, as well as determine who presents a risk of not meeting important instructional outcomes. Once a screener identifies who is at risk, identified students receive a further assessment to diagnose specific areas of need. Interventions to match those needs are put in place, and the effectiveness of these interventions is then measured cyclically by suitable progress monitoring tools.

This list outlines interventions that will be recommended by the Chief Academic Office in SY 21-22. All recommended interventions were field tested and met extensive criteria for approval. The Chief Academic Office will offer training for the intervention programs that are centrally supported, and schools will need to purchase materials through their Academic Recovery SAM. The Special Education office provides training and materials for one special educator and a paraprofessional in REWARDS and Great Leaps Fluency program.

Phonological and Phonemic Awareness:					
Typically occurs prior to grade one; provide as needed for students who demonstrate need in any grade. Needed for acquisition of phonics skills.					
Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
Heggerty Bridge the Gap	5-7 minutes	9-12	Tier 3	AIS	Centrally Supported
Equipped for Reading Success	10 minutes	9-12	Tier 3	AIS	Centrally Supported

Phonics:

Development of this area typically occurs through grade 3 (learning to read stage) and should be taught explicitly and systematically in these grades. However, explicit and systematic Orton-Gillingham (OG) derived phonics program should be provided to students in need of supplemental (Tier 2) or intensive support (Tier 3) in grades 3 through 5.. It is recommended that decodable texts are used so students have daily opportunities to read connected text while applying the skills they are learning.

Many decodables are available from the publisher and align to each lesson and skill(s) that are taught.

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
Wilson Reading Systems	60 minutes	9-12	Tier 3	AIS	Centrally Supported
S.P.I.R.E.	45-60 minutes	9-12	Tier 3	AIS, SEO	Centrally Supported
REWARDS	50-90 minutes	9-12	Tiers 2 and 3	AIS, SEO	Centrally Supported

Fluency:

Needed at all levels, especially because of its high correlation with comprehension. Fluency involves reading text at an expected speed, with accuracy, and with prosody (meaning in a conversational tone).

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
HELPS (Helping Early Literacy with Practice Strategies)	10-15 minutes	9-12	Tiers 2 and 3	AIS	Centrally Supported
AIS Practice Series/Oral Reading Fluency Practice	15 minutes	9-12	Tiers 2 and 3	AIS	Centrally Supported
Peer Assisted Learning Strategies (PALS)	20-40 minutes	9-12	Tier 2	AIS	Centrally Supported
Great Leaps Literacy	15 minutes	9-12	Tiers 2 and 3	SEO	Centrally Supported

Vocabulary:

Vocabulary lends itself well to school-wide methods and does not necessarily require any programs. Among the many instructional strategies in this area are use of semantic maps, semantic feature analysis, frontloading of background knowledge prior to reading, the Freyer method's use of

examples and non- examples, use of student-friendly definitions, explicit instruction, instruction in word consciousness, morphology instruction, and distributed practice.

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
AIS Practice Series/Developing Academic Vocabulary	5 minutes	9-12	All Tiers	AIS	Centrally Supported

Comprehension:

Strategy and skills instruction (text determines which specific strategies are needed) such as self-questioning; question-answering; prior knowledge; scaffolded instruction; self-monitoring; summarizing; story mapping; and multi-strategy approaches, all taught in a gradual release of responsibility model.

Note: These strategies can be integrated into regular mini-lessons planned by teachers for in-class and differentiated instruction.

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
Peer Assisted Learning Strategies (PALS) Vanderbilt University	20-30 minutes	9-12	Tier 2 and 3	AIS, DML	Centrally Supported
Utilizing Explicit Instruction Comprehension Strategies in Narrative Text	50 minutes	9-12	Tier 2 and 3	AIS	Centrally Supported
Utilizing Explicit Instruction Comprehension Strategies in Informative Text	50 minutes	9-12	Tiers 2 and 3	AIS	Centrally Supported
Strategic Adolescent Reading Intervention (STARI)	45 minutes	9-12	Tier 2	All	Centrally Supported
Collaborative Strategic Reading	20-45 minutes	9-12	Tiers 2 and 3	SEO	Centrally Supported
Lexia PowerUp Literacy	20-30 minutes	9-12	Tiers 2 and 3	AIS	Recommended

Writing:

Writing instruction must be taught explicitly and across content areas, with ample modeling, guided practice and specific actionable feedback. Students must engage in writing as often as possible for various purposes and audiences as they develop more sophisticated skills.

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
The Writing Revolution	50 minutes	9-12	Tiers 2 and 3	AIS	Recommended
Explicit Writing Instruction	50 minutes	9-12	Tiers 2 and 3	AIS	Centrally Supported

Mathematics:

While interventions cannot make up for deficiencies that are caused by lack of quality mathematics teaching in the core-instruction (Tier-1), students who struggle in mathematics can benefit from short-term research-based interventions practices in mathematics (Tier 2 and 3) as a supplement to high quality core instruction.

Program Name	Lesson Duration	Grade(s)	Tiers of Support	Point(s) of Contact	Recommended or Centrally Supported
CUNY's Tutor Corps	60 minutes	6-12	Tier 1 and Tier 2	STEM	Recommended
Great Leaps – Math	5 minutes	K-12	Tier 2	STEM, SEO	Recommended
Proven Tutoring	30-45 minutes	K-9	Tier 1 and Tier 2	STEM	Recommended
Trans Math	50-60 minutes	5-10	Tier 2	STEM, SEO	Recommended
Math180	30-40 minutes	5-12	Tier 2 and Tier 3	STEM	Recommended