

Frequently Asked Questions

English Language Arts

Academic Intervention Services (AIS)

Instruction Provided by Reading Specialists

Q: What does AIS mean?

AIS is an acronym for **Academic Intervention Services**. Academic Intervention Services are state-mandated services designed to help students achieve learning standards in English Language Arts and mathematics in grades K – 12 as well as social studies and science in grades 4 – 12. These services are based on individual student achievement on both state and local assessments. The intensity of the AIS services may vary, but are designed to respond to individual students needs as indicated through the district-adopted AIS plan.

Q: How are AIS students identified?

Students are identified in a number of ways depending on age, grade, and level of need (High, Moderate or Low) considering one or more of the following:

1. K-2: District common assessments and SAT for 2nd grade
2. Grades 3-8: ELA New York State Assessment results, administered annually
3. High school: English final exam score, final English course average, along with teacher/guidance recommendations

Discontinuation of AIS services is determined by individual student results on state and/or common district assessments

Q: How are ELA services implemented for AIS students?

Depending on level of need and placement, students will receive support that will focus on identified areas of weakness. AIS providers assist students with practice in a variety of reading and writing strategies. The philosophy is that by providing some support in addition to classroom instruction, students will have a better chance for success in all areas of learning.

Providers of AIS services will include: special education teachers, reading specialists, and/or classroom teachers. Support may be provided in a lab setting, or classroom setting with whole group or small group instruction with classroom teacher collaboration ongoing.

AIS providers will give periodic reports on the progress of their students receiving AIS services through interim reports or report cards. Parent conferences to discuss their child's progress are encouraged at any time.

At the elementary schools, ongoing communication between the remedial staff and classroom teachers provides continuity of instruction based on individual needs.

At the intermediate school, the reading specialist schedules appropriate times to regularly meet with students either in the classroom or lab setting.

At the middle school, the reading specialist meets with AIS students every other day, for 45 minute sessions. This Reading/ELA preparation course is part of the student's regular schedule as assigned by the Guidance department and may go for one or both semesters. Lessons focus on test-taking skills and strategies, as well as supporting students' efforts for success in their academic classes.

At the high school, a reading specialist provides support for AIS students during lunch/activity periods every other day, as assigned by the Guidance Department. Emphasis is placed on preparing students for the Regents English examination.

Q: What ELA skills or strategies will be reinforced for AIS students?

- Reading with Purpose
- Strategies before reading: preview, discuss, predict, connect
- Strategies during reading: question text, question author, determine context clues
- Strategies after reading: retell, clarify points of confusion, make connections: text-to-self; text-to-text; text-to-world.
- Summarizing
- Writing process stages- including note-taking, organizing, drafts, revising, editing
- Word study to improve vocabulary development
- Test-taking strategies

Q: What role do parents play?

Parents play a very important role in helping their children be successful at school. Here are a few suggestions.

1. Talk with your child about school.
2. Be aware of what's going on at school. Read newsletters, memos or flyers that your children bring home from time to time.
3. Check on homework assignments each school day. Allow time for your student to complete tasks and readings that may be required for the next day.
4. Know teacher expectations for different subject areas.
5. Ask questions about assignments and assess your child's level of understanding. Offer help and support as needed.
6. Communicate with your child's teacher if you have questions or concerns.
7. Be a reading family. Encourage your child to read for pleasure 15 – 20 minutes daily.

Reading Development Stages

Emergent Reader

- Understands print carries a message
- Enjoys listening to literature
- Voluntarily chooses to look at books
- Displays understanding of directional movement – left-right and top-down
- Matches voice to print and is learning concept of a word
- Knows a few words
- Invents text or memorizes text to read
- Uses some letter sounds – or explores characteristics of print

Beginning Reader

- Reads for Meaning
- Knows some beginning early reading behaviors/strategies
- Relies less on picture cues and more on text cues
- Self corrects some errors
- Begins to confirm accuracy
- Knows a core of high frequency words
- Freely discusses what is read

Developing Reader

- Uses many sources of information – meaning, language structure, sound/symbol
- Makes predictions and confirms
- Used familiar parts of words to read other words (word families)
- Reads a wide variety of longer texts
- Self corrects as needed
- Reads for different purposes
- Reads more challenging vocabulary
- Reads different types of texts – genres
- Can look back and glean information during discussions
- Reads with fluency and phrasing
- Adjusts rate of reading to support comprehension

Reading Specialists

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|---------------------|------------------|
| Big Flats | Gaile Felli |
| Center St. | Louisa McNaney |
| Gardner Rd. | Ginger Schirmer |
| Ridge Rd. | Linda Hooper |
| Intermediate School | Jan Przybylski |
| Middle School | Joanne Doherty |
| High School | Collette Roberts |

Our Mission

"Quality Education for All"

The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and a sense of civic responsibility.

***The reading specialists have a list of helpful websites for parents and students which may be accessed from our district website.**