

**ACADEMIC INTERVENTION
SERVICES PLAN**

2007-2009

Hyde Park Central School District

HYDE PARK CENTRAL SCHOOL DISTRICT

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INTERVENTION SERVICES PLAN

2007-2009

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Hyde Park Central School District
Academic Intervention Services (AIS) Plan
2007-2009

Program Overview

Every school district in New York State is required to provide Academic Intervention Services (AIS) to students who are struggling to meet state standards in the areas of English Language Arts (ELA), math, science or social studies. These services may include supplemental instruction and/or student support services and are intended to assist students in developing the skills needed to meet or exceed designated performance levels on state assessments.

Academic Intervention Services (AIS) are available to students with disabilities on the same basis as non-disabled students provided that such services will be implemented in such a way that is consistent with the student's individualized education plan (IEP).

Additionally, students who are English Language Learners, who do not achieve the annual designated performance standards as stipulated in the CR Part 154, are eligible for Academic Intervention Services.

Services are provided to students in English Language Arts and mathematics in grades K-12 and social studies and science in grade 9-12. Eligibility and range of services will be determined by state assessment data and district criteria (see page 3).

Parent notification is a requirement of the Academic Intervention Plan. Parents will be notified when a student qualifies for services, needs to continue with services, or qualifies to exit from services. Letters to parents come directly from the building principal and must be provided in the parent's native language.

Ongoing communication with parents must include, at a minimum, the following:

- Opportunities, once per semester, for consultation with the student's regular classroom teacher(s) and those involved in providing services.
- Quarterly reports on student progress which may be included on the student's report card.
- Information on ways parents can become more involved in working with their child, monitoring progress and working with teachers to improve their child's achievement.

In addition to Academic Intervention Services, coordination of other services includes support services to address such areas as attendance problems, discipline problems, family-related issues, health-related issues, social/emotional issues, and mobility/transfer issues.

Response to Intervention (RTI)

In recent years both, the No Child Left Behind (NCLB) legislation and the Individuals with Disabilities Education Act (IDEA) have been amended to include references to the response to intervention model. This practice provides high-quality instruction/intervention matched to student needs using the student's learning rate over time and the level of performance to make important educational decisions. The National Association of State Directors of Special Education describes the core principles of RTI as follows:

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model
- Use research-based, scientifically validated interventions/instruction to the extent available
- Monitor student progress to inform instruction
- Use data to make decision
- Use assessment for the purpose of screening, diagnosing and monitoring progress

In developing the district's AIS plan, the principles of RTI were considered and embedded into the eligibility criteria, as well as the development of tiered services.

Further information on Response to Intervention can be found at www.cenmi.org.

Eligibility for Academic Intervention Services

Eligibility for AIS services may be determined by state assessment results and/or district criteria (see page 3).

State Assessments:

Students in grades K-2 will be considered eligible for AIS based on district criteria described below.

Students in grades 3-9 will be eligible for AIS if they score below the designated performance level on the elementary or intermediate state assessments in ELA, math, science or social studies in the prior year. Students scoring at level 1 and 2 will receive AIS services. The type, intensity and duration of the service will be determined at the building level based on additional criteria and guidelines as indicated below.

Students in grades 10, 11 and 12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, math, science or social studies.

Note: HPCSD is in the process of phasing AIS into the high school level. In the 2007-2008 school year, services will be offered primarily to students in ninth grade. In the 2008-2009 school year, it is expected that more consistent AIS services will be provided to students in grade 10, 11 and 12.

Students scoring a level 1 or 2 on state assessments may be determined not in need of AIS after careful consideration of district criteria. There must be evidence that the performance on state assessments was not typical of the student's performance or ability to meet state standards.

District Criteria

In addition to state assessments, students will be considered for AIS services based on the following indicators:

Measures of Performance

Category 1

- Performance on district testing measures
 - Kindergarten Screening
 - Developmental Reading Assessment
 - Math Concept Problems
 - Local Screening Tools (Incomplete Man, Letter Identification)
- Standardized assessments (for example, district ELA matrix components)
- Annual designed CR Part 154 performance standards for English language learners

Category 2

- Running records
- District benchmarks (for example, district ELA matrix components)
- Analysis of student work samples
- Classroom performance
- Report card grades
- Behavior
- Attendance
- Sudden changes in performance
- Social/emotional indicators
- Health concerns
- Recommendation by classroom teacher, staff or parent

Academic Intervention Services

According to state regulation, the following supports may be provided to students eligible for AIS. The frequency and intensity of these supports may vary depending on student need.

- Additional instruction: extra time for focused instruction and/or increased student-teacher contact time designed to help students achieve the learning standards
- Support services: interventions that address barriers to student progress including counseling, attendance monitoring, study skills instruction, and coordination of services provided by other agencies.

The following is a list of examples of services and supports available to many students in need of AIS:

- Flexible scheduling options including additional class time
- Individualized and small group instruction
- Study skills instruction
- Counseling
- Teaching Assistant support (under the direct supervision of a certified teacher)
- ELA and math labs
- SOAR
- Co-teaching classes
- Push-in and pull-out services
- Summer Bridge (Title I schools only)
- Individualized behavior management plans
- Reading Recovery (1:1 intervention)

Possible Range of Services

The intensity of services provided for each student will be determined on an individual basis. Based on data regarding the student's performance, each student will be identified as needing low, medium or high levels of support.

The following pages provide detailed information regarding eligibility, services and exit criteria at the elementary, middle and high school levels.

DISTRICT PLAN



**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Elementary ELA and Math**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p style="text-align: center;"><i>Least Intensive</i> (Classroom-based instructional strategies)</p> <p style="text-align: center;">*RTI Tier I</p>	<ul style="list-style-type: none"> • Two or more category-2 indicators 	<p style="text-align: center;">Proactive stage, precursor to services:</p> <ul style="list-style-type: none"> • In-class, whole group support • Differentiated instruction • In-class small group instruction (Literacy circles) • Classroom teacher monitored behavior plans 	<p style="text-align: center;">To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Significant decrease in evidence of risk factors • Teacher recommendation • Parent recommendation
<p style="text-align: center;"><i>Moderately Intensive</i> (Classroom-based instructional strategies)</p> <p style="text-align: center;">RTI Tier II</p>	<ul style="list-style-type: none"> • Mid/high 2 on NYS ELA or math assessment • Evidence of need based on category 1 assessments • Four or more level-2 indicators 	<p style="text-align: center;">AIS personnel services begin at Tier 2</p> <ul style="list-style-type: none"> • Reading and/or math support provided by teacher and/or teaching assistant for 90 to 120 minutes per six day cycle • Small group pull-out/push-in instruction • Co-teaching • Summer Bridge • Moderate student support services (school-based group counseling) 	<p style="text-align: center;">To move to least intensive:</p> <ul style="list-style-type: none"> • Level 3 or 4 on state assessments • Score at benchmark level on category I measures • Teacher recommendation • Parent recommendation
<p style="text-align: center;"><i>Most Intensive</i></p> <p style="text-align: center;">RTI Tier III</p>	<ul style="list-style-type: none"> • Low 2 or 1 on NYS ELA or math assessment • Evidence of need based on category 1 assessments • Four or more category-2 indicators 	<ul style="list-style-type: none"> • Reading and/or math support provided by teacher and/or teaching assistant for 180 to 240 minutes per six day cycle • Individualized instruction [Reading Recovery] • Intensive student support services <ul style="list-style-type: none"> ○ Home visits ○ School-based individual counseling 	<p style="text-align: center;">To move to moderately intensive:</p> <ul style="list-style-type: none"> • Meets criteria for category-2 services <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Mid level 2 or above on state assessments • Teacher recommendation • Parent recommendation

* RTI is an acronym for response to intervention

Measures of Performance

Category 1

- Performance on district testing measures
 - ✓ Kindergarten Screening
 - ✓ Development Reading Assessment
 - ✓ Math Concept Problems
 - ✓ Local Screening Tools (Incomplete Man, Letter Identification)
- Standardized assessments (for example, direct ELA matrix components)
- Annual designed CR Part 154 performance standards for English language learners

Category 2

- Running records
- District benchmarks (for example, district ELA matrix components)
- Analysis of student work samples
- Classroom performance
- Report card grades
- Behavior
- Attendance
- Sudden changes in performance
- Social/emotional indicators
- Health concerns
- Recommendation by classroom teacher, staff or parent

**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Middle Level – ELA**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p style="text-align: center;"><i>Least Intensive</i> (Classroom-based instructional strategies)</p> <p style="text-align: center;">*RTI Tier I</p>	<ul style="list-style-type: none"> • Low 3 on NYS Assessment • DRP score below 50% percentile • Two or more quarters below 75 (Eng./S.S./Reading) • Teacher recommendation 	<ul style="list-style-type: none"> • Monitoring progress toward standard • In-class small group (literacy groups) • SOAR/homework help • Consultation w/ support service providers as appropriate 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Mid 3 or above on NYS assessment • DRP above 50% percentile • Two quarters of grades 75 or higher (Eng./S.S./Reading) • Teacher recommendation • Parent recommendation
<p style="text-align: center;"><i>Moderately Intensive</i> (Classroom-based instructional strategies)</p> <p style="text-align: center;">RTI Tier II</p>	<ul style="list-style-type: none"> • Mid 2 to low 3 on NYS assessment • DRP score between 40-50% percentile • Two or more quarters between 65-70 (Eng./S.S./Reading) • Teacher recommendation 	<ul style="list-style-type: none"> • Reading teacher support suggested minimum of 3x6 day cycle (120 min) • Small group instruction • SOAR/Homework Help 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> • Low 3 or above on NYS assessment • DRP above 50%ile • Two quarters of grades of 71 or higher (Eng./S.S./Reading) • Teacher recommendation • Parent recommendation
<p style="text-align: center;"><i>Most Intensive</i></p> <p style="text-align: center;">RTI Tier III</p>	<ul style="list-style-type: none"> • 1 to mid 2 on NYS assessment • DRP score below 40% percentile • Two or more quarters below 65 (Eng./S.S./Reading) 	<ul style="list-style-type: none"> • Reading teacher support suggested minimum of 6x6 day cycle (240 min) • Supplemental support • Pre-teaching • Re-teaching • SOAR/homework help 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> • Mid 2 or above on NYS assessment • DRP score 50% percentile • Two quarters of grades 65 or higher (Eng./S.S./Reading) • Teacher recommendation • Parent recommendation

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**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Middle Level - Math**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p><i>Least Intensive</i> (Classroom-based instructional strategies)</p> <p>*RTI Tier I</p>	<ul style="list-style-type: none"> • Low 3 on NYS assessment • Diagnostic test w/ tiered criteria • Two or more quarters 75 or below in math • Teacher recommendation 	<ul style="list-style-type: none"> • Monitoring progress toward standard • SOAR/homework help • Consultation w/ support service providers as appropriate 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Mid 3 or above on NYS assessment teacher recommendation • Two quarters of grade 75 or higher • Diagnostic at grade level • Parent recommendation
<p><i>Moderately Intensive</i> (Classroom-based instructional strategies)</p> <p>RTI Tier II</p>	<ul style="list-style-type: none"> • Mid 2 to low 3 on NYS assessment • Diagnostic test w/ tiered criteria • Two or more quarters between 65 – 70 in math • Teacher recommendation 	<ul style="list-style-type: none"> • Math AIS support: suggested minimum of 3 x 6 day cycle (120 minutes) • Low student teacher ratio • SOAR/homework help 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> • Low 3 or above on NYS assessment teacher recommendation • Two quarters of grade 71 or higher • Diagnostic within grade level • Parent recommendation
<p><i>Most Intensive</i> (AIS LAB)</p> <p>RTI Tier III</p>	<ul style="list-style-type: none"> • 1 to mid 2 on NYS assessment • Diagnostic test w/ tiered criteria • Two or more quarters below 65 in Math • Teacher recommendation 	<ul style="list-style-type: none"> • AIS support: suggested minimum of 6 x 6 day cycle (240 minutes) • Supplemental support • SOAR/homework help 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> • Mid 2 or above on NYS assessment • Teacher recommendation • Two quarters of grade 65 or higher • Diagnostic within grade level • Parent recommendation

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**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Middle Level - Other**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p><i>Least Intensive</i> (Classroom-based instructional strategies)</p> <p>*RTI Tier I</p>	<ul style="list-style-type: none"> • Teacher/staff/parent recommendation based on any of the following • Multiple detention/ referrals • Classroom performance • Attendance • Health concerns • Social/emotional indicators 	<ul style="list-style-type: none"> • Teacher monitoring • Parental contact • Parent conference • Communication with school nurse/counseling staff • Communicating with previous teachers 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Grade above 70 in previously identified subjects for 2 or more quarters • Decrease in identified risk factors • Parent recommendation
<p><i>Moderately Intensive</i> (Classroom-based instructional strategies)</p> <p>RTI Tier II</p>	<p>Tier I interventions not successful</p>	<ul style="list-style-type: none"> • Appropriate plan determined by identified risk factors with teacher/team/counseling staff • Referral to CST 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> • Grade above 70 in previously identified subjects for 2 or more quarters • Decrease in identified risk factors • Parent recommendation
<p><i>Most Intensive</i> (AIS LAB)</p> <p>RTI Tier III</p>	<p>Tier II interventions not successful</p>	<ul style="list-style-type: none"> • Determined individually by CST per students' need and as school staffing and programs allow 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> • Reach CST identified goals • Parent recommendation

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**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Grade 9
English Language Arts**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p><i>Least Intensive</i> (Classroom-based instructional strategies) *RTI Tier I</p>	<ul style="list-style-type: none"> • Two or more quarters between 71 – 75 • Recommendation by 8th grade reading teacher, classroom teacher, school counselor, or parent • Mid to high level 2 score on NYS ELA 8 assessment • Meeting standards on an inconsistent basis on grade level Assessments • Informal Reading Inventory (IRI) with Instructional Reading Level (IRL) below 9th grade 	<ul style="list-style-type: none"> • Monitoring progress toward standard (examples: record after school help, parent contact, informal weekly meetings with parent) • School counselor monitors progress • Consultation with support service providers as appropriate • Differentiated instruction • Pre-teaching / re-teaching 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Teacher recommendation • Consistently meeting standards on 9th grade assessments • Two quarter grades of 75 or higher • IRI with IRL at appropriate grade level • Parent recommendation
<p><i>Moderately Intensive</i> (Classroom based instructional strategies) RTI Tier II</p>	<ul style="list-style-type: none"> • Recommendation by 8th grade reading teacher, classroom teacher, school counselor, or parent • Two or more quarters between 65 – 70 • Low to mid level 2 score on NYS ELA 8 Assessment • Meeting standards on an inconsistent basis on grade level assessments • IRI with IRL below 8th grade 	<ul style="list-style-type: none"> • Differentiated instruction • Increased frequency of formative assessment • Consultation with support service providers as appropriate • Lower student / teacher ratio • Extended Day / SOAR (Student Opportunities and Academic Resources) • Least intensive AIS support 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> • Teacher recommendation • Meeting standards on 9th grade assessments • Two quarter grades of 70 or higher • IRI with IRL within one grade level • Parent recommendation
<p><i>Most Intensive</i> (AIS LAB) RTI Tier III</p>	<ul style="list-style-type: none"> • Recommendation by 8th grade reading teacher, classroom teacher, school counselor, or parent • Consistently not meeting district and local standards on grade level assessments • Not meeting standards on NYS ELA Grade 8 assessment • Two or more failing quarter grades • IRI with IRL below 7th grade 	<ul style="list-style-type: none"> • Lower student/teacher ratio • Increased monitoring • Supplemental support • Differentiated instruction • Extended Day / SOAR • Every other day additional instruction via lab setting (3 x 6 day cycle) • Moderately intensive AIS support 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> • Teacher recommendation • Consistently working towards meeting standards on 9th grade assessments • At least two consecutive quarter grades of 65 or higher • IRI with IRL within one grade level • Parent recommendation

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**Hyde Park Central School District Academic Intervention Services (AIS) Plan
Grade 9
Mathematics**

Level of Service Continuum	Entrance Screening (two or more indicators)	AIS Support (may include the following)	Exit Screening (two or more indicators)
<p><i>Least Intensive</i> (Classroom-based instructional strategies) *RTI Tier I</p>	<ul style="list-style-type: none"> • Two or more quarters between 71 – 75 • Recommendation by 8th grade math AIS coordinator, classroom teacher, school counselor, or parent • Mid to high level 2 score on NYS Math 8 Assessment • Meeting standards on an inconsistent basis on grade level Assessments 	<ul style="list-style-type: none"> • Monitoring progress toward standard (examples: record after school help, parent contact, informal weekly meetings with parent) • School counselor monitors progress • Consultation with support service providers as appropriate • Differentiated instruction • Pre-teaching / re-teaching 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> • Teacher recommendation • Consistently meeting standards on 9th grade assessments • Two quarter grades of 75 or higher • Parent recommendation
<p><i>Moderately Intensive</i> (Classroom-based instructional strategies) RTI Tier II</p>	<ul style="list-style-type: none"> • Recommendation by 8th grade math AIS coordinator, classroom teacher, school counselor, or parent • Two or more quarters between 65 – 70 • Low to mid level 2 score on NYS math Grade 8 assessment • Meeting standards on an inconsistent basis on grade level assessments 	<ul style="list-style-type: none"> • Differentiated instruction • Increased frequency of formative assessment • Consultation with support service providers as appropriate • Lower student / teacher ratio • Extended Day / SOAR (Student Opportunities and Academic Resources) • Least intensive AIS support 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> • Teacher recommendation • Meeting standards on 9th grade assessments • Two quarter grades of 70 or higher • Parent recommendation
<p><i>Most Intensive</i> (AIS LAB) RTI Tier III</p>	<ul style="list-style-type: none"> • Recommendation by 8th grade math AIS coordinator, classroom teacher, school counselor, or parent • Consistently not meeting district and local standards on grade level assessments • Not meeting standards on NYS Math 8 Assessment • Two or more failing quarter grades 	<ul style="list-style-type: none"> • Lower student/teacher ratio • Increased monitoring • Supplemental support • Differentiated instruction • Extended Day / SOAR • Every other day additional instruction via lab setting (3 x 6 day cycle) • Moderately intensive AIS support 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> • Teacher recommendation • Consistently working towards meeting standards on 9th grade assessments • At least two consecutive quarter grades of 65 or higher • Parent recommendation

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ACADEMIC INTERVENTION SERVICES PLAN

2007

CONCLUDING STATEMENT

The Academic Intervention Services Plan for the 2007-2009 school years is the result of the collaborative efforts of many individuals. It is a comprehensive plan that strives to provide needed services to those students identified as requiring additional assistance in meeting State assessment mandates.

In writing the plan, the contributors first reviewed programs and services already in place and, where appropriate, considered methods to modify and augment them to meet the requirements of the NYS mandate. Secondly, the contributors examined the state guidance document to ensure that the district's plan is in compliance with state regulations. Finally, the contributors reviewed recent literature on the Response to Intervention (RTI) model which is referenced both in the No Child Left Behind (NCLB) legislation and the Individuals with Disabilities Education Act (IDEA).

The Academic Intervention Services Plan as presented is a comprehensive, workable and responsible collection of programs and strategies that will address the needs of students, maximize the use of present resources, and create a firm foundation for expanded programs in the future. The Strategic Planning Committee asks the Board of Education to consider and approve the Academic Intervention Services Plan as a beneficial program for the district's students as well as an appropriate response to the NYS requirement.

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