

ACADEMIC INTERVENTION SERVICES PLAN 2024-2025



Intervention

Hyde Park Central School District

HYDE PARK CENTRAL SCHOOL DISTRICT

P.O. Box 2033, Hyde Park, N. Y. 12538-8033
Tel: 845-229-4000 Fax: 845-229-4056
District Offices: 11 Boice Road, Hyde Park, NY 12538
www.hydeparkschools.org

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Mission Statement

We empower all learners to be successful members of our dynamic society.

Vision Statement

HPCSD is an innovative learning community for all.



ACADEMIC INTERVENTION SERVICES PLAN (AIS)

2024-2025

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Hyde Park Central School District
Academic Intervention Services (AIS) Plan
2024-2025

The Academic Intervention Services Plan for the 2024-2025 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 New York State Learning Standards.

Hyde Park Central School District Academic Intervention Services (AIS) Plan 2024-2025

Program Overview

Every school district in New York State is required to provide Academic Intervention Services (AIS) to students who are working to meet New York State Learning 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. These services are intended to assist students in developing the skills needed to meet or exceed the expectations of the New York State Learning Standards and associated learning behaviors.

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 AIS.

Parent notification is a requirement of the AIS Plan. Parents will be notified when a student qualifies for services, needs to continue services, needs a change of services, or qualifies to exit from services. Letters to parents come directly from the building principal and are 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 with the student's report card
- Information on ways parents can become more involved in working with their child and communicating with teachers to improve the home/school partnership.

Coordination of services include AIS supports to address such areas as academic, attendance, family-related, health-related, social/emotional, and mobility/transfer needs. Our District views students and families holistically. We recognize that mental health is a critical part of overall well-being, influencing feelings, actions, and academic progress and achievement.

Academic Intervention Services - <http://www.nysed.gov/accountability/evidence-based-interventions>

According to state regulation, the following supports may be provided to students eligible for AIS.

- **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
- **Group Size:** should consider the needs of the students and the recommendations of the intervention

Eligibility for Academic Intervention Services

Eligibility for AIS may be determined by state assessment results and/or district criteria. AIS is always supplemental in nature and does not replace the primary instruction as provided by the classroom teacher.

Building Administrator will meet with AIS providers quarterly to review individual student AIS.

Building Administrator will meet with AIS providers each semester to review individual student AIS.

Initial eligibility for AIS will not be determined at building level quarterly/semester AIS meetings.

Eligibility for the upcoming fall will be determined at the end –of-year building level AIS meeting.

Eligibility for AIS services will be determined through the Response to Invention process.

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 Tier 1, Tier 2, or Tier 3 support.

All AIS shall include specific goals and progress monitoring.

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

Who Provides Services

AIS regulations require that services be provided by qualified professionals. All academic services are provided by either certified teachers or supervised teaching assistants.

Response to Intervention (RtI)

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. In the RtI model, a student needing support with foundation skills is provided one or more research-based interventions. Progress is monitored frequently to see if those interventions are sufficient to support student success.

Tier 1 Primary Instruction is defined as:

High quality, research based instruction that is delivered in a classroom setting by the classroom teacher. This specially designed instruction is matched to student need through differentiated instruction, goal setting and progress monitoring in the core curriculum through the use of whole class, small group, and individual New York State Learning Standards-based instruction.

Tier 1 Classroom Intervention is defined as:

A specific change in instruction within the classroom are based on an articulated goal and are implemented and monitored by the classroom teacher for a minimum of 6-8 weeks.

Tier 2 Intervention:

Students who have not made targeted growth as a result of the Tier 1 classroom intervention will receive a change in instruction, which is implemented using a specific, targeted intervention. These services are based on an articulated goal and are implemented and monitored by the classroom teacher for a minimum of 6-8 weeks.

Tier 3 Intervention:

Students who have not yet made targeted growth as a result of the Tier 2 AIS instruction will receive a change in instruction and provided specific interventions based on a goal and are implemented and monitored generally by an AIS provider. Tier 3 AIS goals are co-created at the start of the intervention.

<i>An intervention is a skill-building strategy implemented and monitored to meet a specific goal.</i>				
<i>A Change of Intervention can be defined as an alteration to one or more of the following intervention components:</i>				
Frequency of intervention sessions	Duration of intervention sessions	Intensity (group size) of intervention sessions	Intervention strategy (sub skill remains the same)	Intervention sub skill and strategy
<i>Example:</i> Intervention sessions will increase in frequency from three times per cycle to six times per cycle.	<i>Example:</i> Intervention sessions will increase in duration from 15 minutes per session to 30 minutes per session.	<i>Example:</i> The group size will decrease from five students in a group to three students in a group.	<i>Example:</i> The intervention strategy will be changed from sight word practice to timed repeated readings. The subskill (fluency) remains the same.	<i>Example:</i> The intervention strategy will be changed from sight word practice to Question-Answer Relationship (QAR) Strategy. The subskill will have changed from fluency to comprehension.

District RtI Process and Guidelines

[AIS Guidelines 2024-2025](#)

Step One: Administer **Universal Screenings** to all students.

Step Two: Identify students who have not met Universal Screening benchmarks, are not already identified as needing AIS, and consider them for Tier 1 intervention. For each of these students, determine the subskill in need of improvement and develop an attainable, gap-closing goal. Implement an appropriate intervention to support the student so he/she meets the goal. This is a collaborative process with teachers and administrators.

Step Three: Hold initial Data Team meeting to look at collected, organized and analyzed data for each previously identified goal. Classroom teacher asks Principal to invite a building administrator and appropriate staff for the identified needs. Parent contact is made after the meeting to share the goal, interventions, and any next steps. Determine how students respond to the intervention, as outlined below:

Step Four:

—**Students whose sub skill gap is closing *and* Universal Screening benchmarks are met:**

- Discontinue current Tier 1 intervention
- Continue providing Primary Instruction, as per district requirements

—**Students whose sub skill gap is closing *and* Universal Screening benchmarks are not met:**

- Continue receiving Tier 1 interventions for a different subskill for 6-8 weeks
- Continue providing Primary Instruction, as per district requirements

—**Students whose sub skill Tier 1 gap is maintained:**

- Implement a different intervention, focusing on the same subskill for 6-8 weeks
- Continue providing Primary Instruction, as per district requirements

—**Students whose sub skill gap has widened:**

- Data Team meeting to discuss moving student to Tier 2 AIS
- Send home an AIS Test-In letter, as provided by the district
- Implement a different intervention; focusing on the same sub skill, for 6-8 weeks
- Continue providing Primary Instruction, as per district requirements

Step Five: Continue to hold Data Team meetings to look at data collected, organized and analyzed for each data for each previously identified goal during the intervention. Determine how students responded to the intervention.

The steps above describe the process through which a student enters the RtI process and receives appropriate interventions implemented with fidelity. Data team meetings are ongoing and provide opportunities for teachers to document student progress toward specific goals. It is the responsibility of the professional to document interventions as students progress through the RtI process. Student data team meetings are opportunities for students to be recommended for different levels of intensity of service as well as movement between tiers. In most cases, multiple interventions will target a variety of sub skills over a significant amount of time. A data team referral to the Committee on Special Education should only be made when all attempts have been exhausted to ensure that this referral is not due to cultural differences, lack of instruction, or limited English proficiency.

DISTRICT PLAN



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

Level of Service Continuum	Entrance Screening	Possible Range of Services	Exit Screening
<p style="text-align: center;">RtI Tier 1 Benchmark</p>	<ul style="list-style-type: none"> ● Universal Screening includes NWEA, F & P, Kindergarten screening, etc. ● Review of SED guidelines and state exam scores ● Professional recommendation followed by data review with building administrator 	<ul style="list-style-type: none"> ● Classroom teacher individualized small group or whole group support ● Differentiated instruction ● Specially designed instruction targeted to meet a specific skill 	<ul style="list-style-type: none"> ● Continue providing primary instruction as per District requirements ● Made gap-closing growth as a result of Tier 1 intervention
<p style="text-align: center;">RtI Tier 2 Strategic</p>	<ul style="list-style-type: none"> ● Received Tier 2 AIS year prior ● Professional recommendation followed by data review with building administrator ● Review of SED guidelines and state exam scores ● Not made gap-closing growth as a result of the Tier 1 classroom intervention 	<ul style="list-style-type: none"> ● AIS provider or classroom teacher ● Small-group pull-out/push-in instruction ● Minimum 90 minutes per 6-day cycle ● Consultation services can be provided to classroom teacher 	<p>To Move to Tier 1:</p> <ul style="list-style-type: none"> ● Continue providing primary instruction as per District requirements ● Made gap-closing growth as a result of the Tier 2 intervention <p style="text-align: center;">AND / OR</p> <ul style="list-style-type: none"> ● All other Universal Screening benchmarks are met

<p style="text-align: center;">RtI Tier 3 Intensive</p>	<ul style="list-style-type: none"> ● Received in Tier 3 AIS year prior ● Professional recommendation followed by data review with building administrator ● Review of SED guidelines and state exam scores ● Not made gap-closing growth as a result of the Tier 2 intervention 	<ul style="list-style-type: none"> ● AIS or related service provider ● Small-group pull-out/push-in instruction ● 90 - 180 minutes per 6 day cycle ● AIS or related service provider 	<p>To Move to Tier 2:</p> <ul style="list-style-type: none"> ● Continue providing primary instruction as per District requirements ● Made gap-closing growth as a result of the Tier 3 intervention <p style="text-align: center;">AND / OR</p> <ul style="list-style-type: none"> ● All other Universal Screening benchmarks are met
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Hyde Park Central School District Academic Intervention Services (AIS) Plan
Middle Level ELA and Mathematics

Level of Service Continuum	Entrance Screening (two or more indicators)	Range of Services (may include the following)	Exit Screening (two or more indicators)
RtI Tier 1 <i>Benchmark</i>	<ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two or more quarters below 75 in a content area that indicate academic skills needing improvement (not due to absenteeism) ● Recommendation followed by data review with building administrator ● NWEA MAPs ● Professional recommendation followed by data review with building administrator 	<ul style="list-style-type: none"> ● Differentiated instruction ● Specially designed instruction targeted to meet a specific skill ● Monitoring progress toward standard ● In-class small group Consultation w/ support service providers as appropriate 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two quarters of grades 75 or higher in the content area provided ● Recommendation followed by data review with building administrator ● NWEA MAPs Scores
RtI Tier 2 <i>Strategic</i>	<ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two or more quarters between 65-70 in a content area that indicate academic skills needing improvement (not due to absenteeism) ● Recommendation followed by data review with building administrator ● NWEA MAPs ● Professional recommendation followed by data review with building administrator 	<ul style="list-style-type: none"> ● Content teacher support (90 -120 min per six-day cycle) ● Small group instruction ● Consultation services provided to classroom teacher 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two quarters of grades of 71 or higher in the content area provided ● Recommendation followed by data review with building administrator ● NWEA MAPs Scores

<p style="text-align: center;">RtI Tier 3 <i>Intensive</i></p>	<ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two or more quarters below 65 in a content level in a content level that indicate academic skills needing improvement (not due to absenteeism) ● NWEA MAPs ● Professional recommendation followed by data review with building administrator 	<ul style="list-style-type: none"> ● 120 min per six-day cycle) ● Direct services from AIS or related service provider 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> ● Review of SED guidelines and state exam scores ● Two quarters of grades 65 or higher in the content area provided ● Recommendation followed by data review with building administrator ● NWEA MAPs Scores
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Hyde Park Central School District Academic Intervention Services (AIS) Plan Grades 9-12

Level of Service Continuum	Entrance Screening (two or more indicators)	Range of Services (may include the following)	Exit Screening (two or more indicators)
RtI Tier 1 Benchmark	<ul style="list-style-type: none"> ● Two or more quarters between 71 – 75 in a content area ● Recommendation followed by data review with building administrator ● Review of SED guidelines and state exam scores ● Meeting standards on an inconsistent basis on grade level assessments ● Parent recommendation ● NWEA MAPs score 	<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 ● Increased frequency of formative assessment 	<p>To exit AIS or move to monitoring:</p> <ul style="list-style-type: none"> ● Recommendation followed by data review with building administrator ● Consistently meeting standards on grade level assessments ● Two quarter grades of 75 or higher ● NWEA MAPs scores
RtI Tier 2 Strategic	<ul style="list-style-type: none"> ● Recommendation followed by data review with building administrator ● Two or more quarters between 65 – 70 in a content area ● Review of SED guidelines and state exam scores ● Meeting standards on an inconsistent basis on grade level assessments ● Parent recommendation ● NWEA MAPs Score 	<ul style="list-style-type: none"> ● Increased frequency of formative assessment ● Consultation between support service providers and teachers as appropriate ● Lower student / teacher ratio 	<p>To move to least intensive:</p> <ul style="list-style-type: none"> ● Recommendation followed by data review with building administrator ● Meeting standards on grade level assessments ● Two quarter grades of 70 or higher in a content area ● NWEA MAPs Score

<p style="text-align: center;">RtI Tier 3 <i>Intensive</i></p>	<ul style="list-style-type: none"> ● Recommendation followed by data review with building administrator ● 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 in a content area ● NWEA MAPs Score ● Failure of Algebra I, Living Environment, Global, US, or English Regents exam 	<ul style="list-style-type: none"> ● Lower student/teacher ratio ● Every other day additional instruction via lab setting (3 x 6 day cycle) ● Increased frequency of formative assessment ● Consultation between support service providers and teachers as appropriate 	<p>To move to moderately intensive:</p> <ul style="list-style-type: none"> ● Teacher recommendation ● Consistently working towards meeting standards on grade level assessments ● At least two consecutive quarter grades of 65 or higher ● NWEA MAPs Score
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Hyde Park Central School District Academic Intervention Services (AIS) Plan
All Levels - Other (non-academic)

Level of Service Continuum	Entrance Screening (two or more indicators)	Range of Services (may include the following)	Exit Screening (two or more indicators)
RtI Tier 1 Benchmark	<p>Teacher/staff/parent recommendation based on any of the following:</p> <ul style="list-style-type: none"> ● Multiple detention/ referrals ● Classroom performance ● Attendance ● Health concerns including mental health ● Social/emotional indicators ● Professional recommendation followed by data review 	<ul style="list-style-type: none"> ● Teacher monitoring of a specific indicator ● Parental contact / conference ● Communication with school nurse/counseling staff / previous teachers ● Classroom teacher monitored behavior plans ● Consultation with related service providers ● Behavioral / Emotional regulation ● Transition support when re-entering school 	<p>To exit AIS or move to monitoring: Decrease in identified risk factors</p>
RtI Tier 2 Strategic	<ul style="list-style-type: none"> ● Received Tier 2 AIS year prior ● Multiple detention/ referrals ● Classroom performance ● Attendance ● Health concerns including mental health ● Social/emotional indicators ● Professional recommendation followed by data review 	<ul style="list-style-type: none"> ● Teacher monitoring of a specific indicator ● Appropriate plan determined by identified risk factors with teacher/team/counseling staff ● Classroom observation ● Classroom teacher monitored behavior plans ● Consultation with related service providers 	<p>To move to least intensive: Decrease in identified risk factors</p>

<p>RtI Tier 3 <i>Intensive</i></p>	<ul style="list-style-type: none"> ● Received Tier 3 AIS year prior ● Multiple detention/ referrals ● Classroom performance ● Attendance ● Health concerns including mental health ● Social/emotional indicators ● Professional recommendation followed by data review 	<ul style="list-style-type: none"> ● Teacher monitoring of a specific indicator ● Determine individually by data team per students' need ● Classroom observation ● Creation of Behavior Intervention Plan with continued monitoring (required prior to CSE referral for social-emotional concerns) ● Classroom teacher monitored behavior plans ● Consultation with related service providers ● Functional Behavior Assessment (FBA) conducted 	<p>To move to least intensive: Decrease in identified risk factors</p>

Data Team Meeting Initial Referral Form

Meeting date: _____

Initial: Y or N

Student Name: _____ ID: _____ DOB: _____

Grade: ____ Teacher(s) _____ Referral by: _____

What is the desired outcome of this meeting:

People invited to attend the meeting:

-
-
-

Academic History: if the child attended other schools, please attach the information:
dates, schools, town/state, reasons for the move, etc on the back

Grade	Teacher(s)	Attendance	IEP	504	Sp/L	OT /PT	ELL	AIS Rdg	AIS Math	social skills	Summer Bridge	Extra Year
K												
1												
2												
3												
4												
5												

Areas of Concern: (check all that apply and circle one area for goal setting)

Reading	Writing	Math	Behavior
<input type="checkbox"/> phonemic awareness	<input type="checkbox"/> generating own ideas	<input type="checkbox"/> understanding	<input type="checkbox"/> focusing
<input type="checkbox"/> decoding/ structural analysis	<input type="checkbox"/> process- Calkins	<input type="checkbox"/> computation	<input type="checkbox"/> works independently
<input type="checkbox"/> fluency	<input type="checkbox"/> across the curriculum/ content	<input type="checkbox"/> accuracy	<input type="checkbox"/> consistent attendance
<input type="checkbox"/> vocabulary	<input type="checkbox"/> organization/grammar	<input type="checkbox"/> application	<input type="checkbox"/> organization
<input type="checkbox"/> literal comprehension	<input type="checkbox"/> handwriting	<input type="checkbox"/> reasoning	<input type="checkbox"/> peer interaction
<input type="checkbox"/> HOTS-higher order thinking skills	<input type="checkbox"/> mechanics	<input type="checkbox"/> explaining in writing	<input type="checkbox"/> adult interaction
<input type="checkbox"/> engagement	<input type="checkbox"/> spelling	<input type="checkbox"/> word problems	<input type="checkbox"/> follows directions, takes risks, asks for help
	<input type="checkbox"/> engagement	<input type="checkbox"/> engagement	<input type="checkbox"/> other

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SMART Goal includes:

Strategic and Specific	Who & What	Focuses on specific student learning
Measurable	How	Success toward meeting the goals can be measured in student achievement
Attainable		Goal can be achieved in a specified amount of time, with increased teacher effectiveness. Look for trend data, beyond percentage gains
Results Oriented/	Why	Relevant/Rigorous -Focus on increased student achievement in 1 defined area
Time Bound	When	Goal has a clearly defined time-frame with a target date

SMART Goal:

Assessments: (BOY=Beginning of the year, MOY=middle of the year, EOY=End of the year)

F & P (level f/nf?)	BOY last yr	MOY last yr	3rd qtr. last yr	EOY last yr	BOY this yr	MOY this yr	3rd qtr. this yr	EOY this yr
benchmark								
student IND								
instructional								
hard								

NWEA	ELA-READING				MATH				
	BOY last yr	EOY last yr	BOY this yr	EOY this yr	BOY last yr	EOY last yr	BOY this yr	EOY this yr	
RIT cut score									
student's RIT									
percentile									
growth index									
areas of strength/ weakness									

NYS assessments	ELA EOY last yr	Math EOY last year
proficient range:		
student		

Progress Monitoring:

Classroom Interventions	Duration Tried	Notes