



HYDE PARK

CENTRAL SCHOOL DISTRICT

LEARN • GROW • BELONG • MAKE A DIFFERENCE

ACADEMIC INTERVENTION SERVICES PLAN

2026–2027

*Supporting Every Learner.
Building Brighter Futures.*

District Leadership

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

BOARD OF EDUCATION

Michael Zagorski, President
 Margaret Qatani, Vice-President
 Katy Briber
 Christine Pemberton
 Cheryl Frazier-Woods
 Edward Spence
 Carl Tomik
 Imran Kalembe, Student Ex-Officio Board Member
 Joanne Mikula, District Clerk

CENTRAL ADMINISTRATION

Position	Name
Superintendent of Schools	Dr. Pedro Roman
Assistant Superintendent for Students Support	Melissa Lawson
Assistant Superintendent for Finance & Operations	Tawnya Muhlrاد
Assistant Superintendent for Human Resources & Pro. Dev.	Ryan Judge

K-12 ADMINISTRATORS

School/Role	Administrator
F. D. Roosevelt High School Principal	Michael Ruella
F. D. Roosevelt High School Assistant Principal	Jamie Weiss
F. D. Roosevelt High School Assistant Principal	Danial Cowan
F. D. Roosevelt High School Assistant Principal	Annie Coager
Haviland Middle School	Eric Shaw
Haviland Middle School Assistant Principal	Una Miller
Haviland Middle School Assistant Principal	Tiffany Walton-Henry
Netherwood Elementary Principal	Josefine Wilber

North Park Elementary Principal	Megan D'Alessandro
North Park Elementary Assistant Principal	Paul Fazziola
Ralph R. Smith Elementary Principal	Nancy Harris
Violet Avenue Elementary Principal	Jessie Laguarre
Director of Fine and Performing Arts	Matthew Funigiello
Director of Humanities	Jennifer Criser-Eighmy
Director of Math and Science	Kimberly Knisell
Director of Physical Education, Health & Athletics	Beth Fletcher
Director of Special Education	Joanna Murphy
Director of Technology	Richard Wert
Director of Guidance	Melissa Reeder
CSE Coordinator	Jennifer Malizia
CSE Coordinator	Andrew Dease

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)

2026–2027

TABLE OF CONTENTS

Section	Page
Introduction & Program Overview	5
Academic Intervention Services & Eligibility	6
Range Of Services/ Reponse to Intervention	6-7
District Response to Intervention Process & Guidelines	8
District Plan	9
Elementary ELA & Mathematics	9
Middle Level	10
Grades 9-12	11
All Levels (Other)	12
MTSS Referral & Assistance Request Form	13-14

Introduction

Hyde Park Central School District

Academic Intervention Services (AIS) Plan 2026-2027

The Academic Intervention Services Plan for the 2026-2027 school year 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.

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 includes 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

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:

Initial Eligibility for AIS will be determined through the Response to Intervention process using multiple measures, which include district assessment data and state assessment results (for grades three through twelve). AIS is always supplemental in nature and does not replace the primary instruction as provided by the classroom teacher.

A Building Administrator will meet with AIS providers quarterly at the elementary level and semesterly at the secondary level to review individual student AIS progress.

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

Possible Range of Services / Response to Intervention (RtI)

Possible Range of Services: The intensity of services provided for each student is based on the student's individual performance data, considering multiple measures such as attendance trends.

All interventions ***must*** include measurable goals and progress monitoring that target specific academic gaps.

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

Who Provides Services: AIS regulations require qualified professionals to provide services. 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, any student who demonstrates the need for supplemental support will be provided with a research- and evidence-based intervention. The intervention will be progress-monitored at regular intervals, based on the specific tier, to measure the impact (or lack of) on student outcomes.

Possible Range of Services / Response to Intervention (RtI) cont'd

Tier 1 Primary Instruction: Tier 1 primary instruction is high-quality, research- and evidence-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: Tier 1 classroom intervention is implemented when a student consistently does not meet classroom objectives based on data. The classroom teacher will then design and implement a specific, targeted intervention. This intervention will be supplemental to primary instruction and will include a measurable goal and progress monitored for a minimum of 6-8 weeks.

Tiered Interventions

Tier 2 Intervention: Students who have not met their growth goal after receiving Tier 1 classroom intervention will receive an additional layer of intervention. This is implemented using a specific, research- and evidence-based targeted intervention that differs from the classroom intervention. These services are based on an articulated goal and are implemented and monitored by a qualified staff member for a minimum of 6-8 weeks.

Tier 3 Intervention: Students who have not met their growth goal after receiving Tier 2 AIS instruction will receive a change in intervention. This is implemented using a specific, research- and evidence-based targeted intervention that differs from the classroom intervention. These services are based on an articulated goal and are implemented and monitored by a qualified staff member for a minimum of 6-8 weeks.

An intervention is a skill-building strategy implemented and monitored to meet a specific goal.

CHANGE OF INTERVENTION COMPONENT	EXAMPLE
Frequency of intervention sessions	Intervention sessions will increase in frequency from three times per cycle to six times per cycle.
Duration of intervention sessions	Intervention sessions will increase in duration from 15 minutes per session to 30 minutes per session.
Intensity (group size) of intervention sessions	The group size will decrease from five students in a group to three students in a group.
Intervention strategy (sub skill remains the same)	The intervention strategy will be changed from sight word practice to timed repeated readings. The subskill (fluency) remains the same.
Intervention sub skill and strategy	The intervention strategy will be changed from sight word practice to Question- Answer Relationship (QAR) Strategy. The sub skill will have changed from fluency to comprehension.

District RtI Process and Guidelines

Step One: Administer Universal Screenings to all students.

Step Two: Identify students who have not met goals based on assessment data, who 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 an initial meeting with MTSS Facilitators to look at collected, organized, and analyzed data for each previously identified goal. Meetings should have appropriate staff, which includes an AIS provider if it is an academic concern. The classroom teacher will invite an MTSS facilitator and appropriate staff for the identified needs. Parent contact is made after the meeting to share the goal, interventions, and any next steps.

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 sub-skill 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 sub-skill for 6-8 weeks
- Continue providing primary instruction, as per district requirements

Students whose sub-skill gap has widened:

- Student Support 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 Tier 1 intervention and primary instruction, as per district requirements

Step Five: Continue to hold Student Support 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. Student Support 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 Support 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 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

DATA • INTERVENTION • SUPPORT • PROGRESS

Academic Intervention Services (AIS) Plan

Elementary ELA and Mathematics — Rtl Tier 1 Benchmark

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 1 Benchmark	Universal screening, which includes NWEA, Kindergarten screening, etc. Review of SED guidelines and state exam scores Professional recommendation followed by data review with the MTSS Facilitator/building administrator	Classroom teacher individualized small group or whole group support Differentiated instruction Specially designed instruction targeted to meet a specific skill	Continue providing primary instruction as per District requirements Made gap-closing growth as a result of Tier 1 intervention

Elementary ELA and Mathematics — Rtl Tier 2 Strategic

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 2 Strategic	Received Tier 2 AIS the year prior Professional recommendation followed by data review with MTSS Facilitator/building administrator Review of SED guidelines and state exam scores Did not make gap-closing growth as a result of the Tier 1 classroom intervention	Qualified staff member Small-group pull-out/push-in instruction Minimum 90 minutes per 6-day cycle Consultation services can be provided to the classroom teacher	To Move to Tier 1: Continue providing primary instruction as per District requirements Made gap-closing growth as a result of the Tier 2 intervention AND / OR All other Universal Screening benchmarks are met

Elementary ELA and Mathematics — Rtl Tier 3 Intensive

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 3 Intensive	Received in Tier 3 AIS year prior Professional recommendation followed by data review with MTSS Facilitator/building administrator Review of SED guidelines and state exam scores Did not make gap-closing growth as a result of the Tier 2 intervention	Qualified staff member Small-group pull-out/push-in instruction 90 - 180 minutes per 6-day cycle	To Move to Tier 2: Continue providing primary instruction as per District requirements Made gap-closing growth as a result of the Tier 3 intervention AND / OR All other Universal Screening benchmarks are met

Academic Intervention Services (AIS) Plan

Middle Level ELA and Mathematics — Rtl Tier 1 Benchmark

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 1 Benchmark	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	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	To exit AIS or move to monitoring: 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

Middle Level ELA and Mathematics — Rtl Tiers 2 & 3

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 2 Strategic	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	Content teacher support (90-120 min per six-day cycle) Small group instruction Consultation services can be provided to classroom teacher	To move to least intensive: 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
Rtl Tier 3 Intensive	Review of SED guidelines and state exam scores Two or more quarters below 65 in a content level in a content level that indicates academic skills needing improvement (not due to absenteeism) NWEA MAPs Professional recommendation followed by data review with building administrator	120 min per six-day cycle) Direct services from AIS or related service provider	To move to moderately intensive: 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

Grades 9-12 — Rtl Tier 1 Benchmark

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 1 Benchmark	Two or more quarters between 71 and 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	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	To exit AIS or move to monitoring: 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

Grades 9-12 — Rtl Tiers 2 & 3

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 2 Strategic	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	Increased frequency of formative assessment Consultation between support service providers and teachers as appropriate Lower student/teacher ratio	To move to least intensive: 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
Rtl Tier 3 Intensive	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	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	To move to moderately intensive: Teacher recommendation Consistently working towards meeting standards on grade level assessments At least two consecutive quarter grades of 65 or higher NWEA MAPs Score

All Levels - Other (non-academic) — Rtl Tier 1 Benchmark

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 1 Benchmark	Teacher/staff/parent recommendation based on any of the following: Multiple detention/ referrals Classroom performance Attendance Health concerns including mental health Social/emotional indicators Professional recommendation followed by data review	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	To exit AIS or move to monitoring: Decrease in identified risk factors

All Levels - Other (non-academic) — Rtl Tier 2 Strategic

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 2 Strategic	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	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	To move to least intensive: Decrease in identified risk factors

All Levels - Other (non-academic) — Rtl Tier 3 Intensive

Level of Service Continuum	Entrance Screening	Range of Services	Exit Screening
Rtl Tier 3 Intensive	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	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 before CSE referral for social-emotional concerns) Classroom teacher monitored behavior plans Consultation with related service providers Functional Behavior Assessment (FBA) conducted	To move to least intensive: Decrease in identified risk factors

MTSS REFERRAL AND ASSISTANCE REQUEST FORM

Academic Intervention Services • 2026–2027

Student: _____	ID: _____	Date Submitted: _____
Teacher: _____	Grade: _____	Referred by: _____
Initial Meeting Date: _____	Level: _____	School: _____

CURRENT SERVICES / SUPPORTS	DESIRED OUTCOME
☐ 504 ☐ IEP ☐ ENL Level: _____ ☐ AIS ELA ☐ AIS Math ☐ SEL Intervention	☐ Intervention Help ☐ Change in Tier ☐ Attendance Improvement ☐ Other: _____

AREAS OF CONCERN — GRADES K–5 • Please attach relevant supporting data.

READING	WRITING	MATH	SEL	BEHAVIOR
☐ Phonological Awareness ☐ Phonemic Awareness ☐ Letter Identification ☐ Letter-Sound Identification ☐ Concepts of Print ☐ Decoding ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Retelling/Summary ☐ Higher-Order Thinking ☐ Self-Monitoring ☐ Stamina ☐ Engagement	☐ Generating own ideas ☐ Putting ideas on paper ☐ Writing Process ☐ Writing in the Content Areas ☐ Encoding ☐ Spelling ☐ Handwriting ☐ Vocabulary Usage ☐ Organization ☐ Grammar ☐ Mechanics ☐ Stamina ☐ Engagement	☐ Number Sense ☐ 1:1 Correspondence ☐ Subitizing ☐ Counting ☐ Understanding ☐ Computation ☐ Operation: _____ ☐ Accuracy ☐ Application ☐ Reasoning ☐ Explaining in Writing ☐ Stamina ☐ Engagement	☐ Self-Awareness ☐ Social Awareness ☐ Responsible Decision Making ☐ Optimistic Thinking ☐ Self-Management ☐ Relationship Skills ☐ Additional Stressors (pre/post school day; routine changes)	☐ Internal: Task initiation ☐ Time management ☐ Ignoring rules/redirection ☐ Avoiding tasks (i.e., going to the nurse) ☐ Shutting down ☐ External: Calling out/disrupting ☐ Moving around the room ☐ Off-task ☐ Verbal aggression ☐ Physical aggression ☐ Property destruction ☐ Elopement

Other: _____

AREAS OF CONCERN — GRADES 6–12 • Please attach relevant supporting data.

ACADEMIC	SEL	BEHAVIOR
☐ Subject: _____ ☐ Performing below expectations ☐ Work Completion ☐ Test Performance ☐ Class participation	☐ Self-Management ☐ Relationship Skills ☐ Self-Awareness ☐ Social Awareness ☐ Responsible Decision Making ☐ Optimistic thinking ☐ Resilience ☐ Self-Care ☐ Self-esteem ☐ Other: _____	☐ Late to Class ☐ Frequently absent ☐ Late Assignments ☐ Preparedness ☐ Distracted/Inattentive ☐ Disruptive ☐ Often leaving class ☐ Elopement ☐ Task avoidance ☐ Attention Seeking ☐ Other: _____

Other: _____

MTSS MEETING PREPARATION

Please complete the information below so MTSS Coordinators can plan for your meeting.

SMART GOAL FOR PRIMARY AREA OF CONCERN

Created in Branching Minds: ☐ Yes Date: _____ ☐ No

TIERED INTERVENTION

Created in Branching Minds: ☐ Yes ☐ No

PROGRESS MONITORING (PM) OF TIERED INTERVENTION

Created in Branching Minds: ☐ Yes ☐ No

FAMILY COMMUNICATION

Has communication been made with the family to share the concern?

☐ Yes ☐ No ☐ Attempt was made by: _____

INTERVENTIONS ALREADY TRIED & PROGRESS-MONITORING DATA

PEOPLE I WOULD LIKE TO INVITE TO THE MEETING

Include staff members supporting this area of concern.

Self:	