



K-12 Academic Intervention Plan

Academic Intervention Services (AIS) & Response to Intervention (RtI)

September 2016 – June 2018

2016 – 2018
K – 12 Academic Intervention Plan
Table of Contents

AIS Overview.....Page 3

Response to Intervention (RtI).....Page 4

Procedures/ Protocol for Instructional Support Teams.....Page 5

Definition/Purpose of AIS.....Page 6-8

Special Education.....Page 8

John L. Edwards.....Page 9-13

Montgomery C. Smith.....Page 14-17

Junior High School.....Page 18-20

Senior High School.....Page 21-22

AIS Overview & Staff Guidelines.....Page 22

HUDSON CITY SCHOOL DISTRICT

Academic Intervention Plan

2016-2018

Overview

Academic Intervention Services (AIS) are student support services, which supplement instruction provided by the general curriculum and are designed to assist students in meeting New York State and Common Learning Standards. This additional support will be provided utilizing a variety of strategies. Academic Intervention Services are intended to assist students who have not met or who are at risk of not achieving the State and/or Common Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science.

There are two components of AIS:

- Additional instruction that supplements the general curriculum (regular classroom instruction)
 - *Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.*

and/or

- Student support services needed to address barriers to improved academic performance
 - *Student support services means interventions that address barriers to student progress in State and/or Common Learning Standards areas requiring AIS and may include, as needed school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills.*

Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with a students' individualized educational program (IEP).

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or a consistent district approved procedure.

District Process for Adoption

A district-wide committee will convene annually to review this plan. The committee will include teachers from all building levels, building level principals, and central office administration. In addition, the AIS program and student progress will be monitored by level throughout the year to ensure program integrity and quality.

Philosophy on Intervention

The Hudson City School District believes the single most important factor for student success is direct classroom instruction. However, students who struggle should be afforded appropriate, systematic, consistent, timely and targeted opportunities for academic assistance and intervention, based on data analysis of multiple measures so that they may be successful in meeting the New York State and/or Common Core Learning Standards. Services must be directive and not an option for students. In other words, the availability of an after school help session does not constitute an intervention when attendance is voluntary.

Response to Intervention (RtI)

RtI is being used as a district-wide prevention model which incorporates AIS as a pre-referral intervention. It is generally defined as a three-tier model of school supports that uses research-based academic and/or behavioral interventions. At all stages of the process, RtI should focus on discovering how to make the student more successful rather than focusing on the student's lack of success.

Tier 1: Universal Screening, Instruction, and Group Interventions:

At this Tier, solid core curriculum and research-based instructional methods are provided to all students. Screening tools and/or results on State or district-wide assessments are given to all students and students who are "at-risk" are identified. The screening tools could also include weekly progress monitoring and classroom assessments. Identified students receive supplemental instruction (or interventions) typically delivered by the classroom teacher in small groups during the students' regular school day. The length of time for this step can vary. During this time, student progress is closely monitored using a validated system such as curriculum based measurements. At the close of this period, students showing significant progress are generally returned to the regular classroom program.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with more intensive services and interventions. These services are provided in addition to instruction in the general curriculum. These interventions are provided in small group settings. Interventions are usually in the areas of reading and math. A longer period of time may be required for the tier, but it should not generally exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive Tier 3 interventions.

Tier 3: Intensive Interventions and Comprehensive Evaluation

Students receive individualized, intensive interventions that target the student's skill deficits. Students who do not respond to Tier 3 interventions are then considered for referral to the Committee on Special Education (CSE). The data collected during Tiers 1, 2, and 3 are included and are used to make the eligibility decision.

The Importance of Progress Monitoring

Progress monitoring is a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of the instruction they are receiving. It can be implemented with individual students or an entire class.

Progress monitoring is a fundamental and necessary component of RtI. The information gathered through monitoring is used throughout the RtI process to make important instructional decisions about the student.

To implement progress monitoring the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly, bi-weekly, or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching and/or the intervention is adjusted as needed.

Curriculum Based Measurement (CBM)

CBM is one way of tracking and recording a child's progress in specific learning areas. Using CBMs, teachers regularly assess student's performance (e.g., each week) using very brief, simple formative assessments. The results help teachers determine whether students are learning well from their instructional program. CBM results also provide the teacher with the information needed to tailor instruction for a particular student.

District Procedures

The Instructional Support Team (IST), or Response to Intervention (RtI) Committee, facilitated by the principal (and/or assistant principal) selects students for AIS based on a number of district adopted identification criteria. The principal decides who will receive AIS by reviewing progress reports, major test results, and teacher recommendations against the established criteria. Principals can assign students to AIS at any time it is needed as advised by their building Instructional Support Teams/RtI Committees.

Once students are identified for AIS, the principal sends a letter to parents informing them of the AIS the students will receive and the reasons for the AIS. Students begin services in the fall based upon their performance from the previous year. Additional students can be included in AIS based upon performance during the school year. The IST/RtI Committee would determine this based upon their performance relative to the district criteria. The AIS providers then provide quarterly reports to the parents on their child's progress in AIS.

When students achieve at a level where they no longer need AIS, their parents are sent a letter informing them that their child will no longer receive AIS with the reasons why the service will be discontinued.

Protocol for Instructional Support Teams/RtI Committee

If a student is having an academic, social, emotional, or physical-medical problem, or any combination thereof, the following steps should be taken:

1. Referral is made to the IST/RtI Committee (see District Referral Form)
2. A meeting date is established to review the referral
3. On the meeting date, all team members, including referring teacher, receive copies of referral form.
4. Team meets and accomplishes the following (see Tier Planning Forms):
 - a. Referring teacher(s) describes issues(s)
 - b. Pertinent data is shared (test scores, report cards, documentation from external sources, etc.)
 - c. Behavioral statement of desired goal(s)/outcomes generated
 - d. Team identifies interventions already attempted, resources already working with the child using data collected on the student's response to intervention
 - e. Team brainstorms resources and obstacles in reaching the desired goal(s)
 - f. Team assigns a follow-up person
 - g. Team sets date to review progress/effectiveness of plan generated

DEFINITION PURPOSE OF AIS - What is it? Who is eligible?

Academic Intervention Services (AIS) is supplemental or enhanced instruction which is offered to students who are determined to be in need of extra support in one or more areas.

AIS is provided to all students not meeting or at risk of not meeting the standards as indicated by test scores, report card grades and teacher recommendation. All students who score below level 3 (in levels 1 and 2) are eligible to receive academic intervention services. At the high school level, students who score below the approved local passing grade on State assessments required for graduation are eligible to receive academic intervention services.

POSSIBLE RANGE OF INTERVENTIONS MAY INCLUDE (but are not limited to):

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Small group instruction;
- Individualized instruction;
- Computer Assisted Instruction;
- Varied duration and degree of individualization based on level of needs;
- *Expanded school day* ~ before-school, after-school or vacation programs

Caution should be exercised in scheduling extra periods so students are not taken out of regular instruction (schools may use study halls, activity or enrichment periods).

AIS instruction must be offered in addition to regular classroom instruction and must be accessible by all learners meeting the above criteria inclusive of Special Education and LEP students. AIS services should NOT be written on a student's IEP, since they are intended to supplement, not supplant, the student's regular program.

Any teacher who is certified in the area in which AIS is to be conducted may provide the service. AIS must be offered for a minimum of 10 weeks and can be scheduled in a number of ways. AIS can be offered before or after school but can only be mandated during the school day. There are no minimum number of minutes per day or week required leaving the scheduling to be individualized and at the discretion of the teacher.

1. By September 30th, AIS class lists should be submitted to the School Improvement Office by the assigned AIS teacher. Primary (K-2) AIS teachers may require additional time to solidify lists. Students should be identified in all core subject areas (ELA, Math, Science, and Social Studies) as appropriate. Students in need of AIS in Science or Social Studies should have content area integrated into an ELA or Math based program.
2. The School Improvement Office will send each teacher a student profile (service history, assessment information, etc.) of every student serviced, once a class list has been received. (* AIS data is maintained on a database in the School Improvement Office. The completion of student data sheets are only required to be completed if students are new to the district or to the Program.)
3. An AIS file must be established by the AIS teacher for each student receiving services. The file must include the student profile, any updated testing information, student goals, sample work, a copy of the parent compact, a parent/teacher communication log and copies of progress reports.
4. If a classroom or content area teacher feels that a student who is currently NOT receiving services, SHOULD be, he or she should complete the appropriate paperwork and request an initial IST/RtI Committee meeting to determine if AIS services for the student are an appropriate next step. Students who are new to the district should

be informally assessed by the classroom teacher within the first two weeks of entrance, and should be referred to AIS in the same manner, as necessary.

5. AIS teachers will meet at the building level, and between grades 2 and 3, 6 and 7, 8 and 9, in early June in order to share information regarding student needs, to transfer student folders, and to help identify specific goals for students. These meetings will be arranged per the mutual convenience/agreement of the parties involved, as early as possible but no later than September 15th.
6. A beginning of the year assessment will be administered to all students in grades K-8. In October, AIS teachers will send home a letter to parents indicating that their child will be receiving AIS services. A Parent Compact and an AIS brochure (explanation of the program, services, expectations, tips to help, etc.) will be included in the packet. The Parent Compact must be signed and returned to the child's homeroom/classroom teacher, who will return it to the AIS teacher assigned to the student. (Note that JLE uses a parent compact which is within the student handbook.)
7. State and Title I mandates require that a meeting for the parents of all AIS students be held at least once annually. This meeting should be scheduled at each building, and may be conducted as part of Open House, or on another designated evening. (Transportation for parents, childcare, and advertisement via personal invitation, calendar data, etc., should be considered in planning.)
9. Individual student goals must be generated for each student receiving AIS services, and must be reflective of their specific areas of weakness in relation to the NYS Standards. The student goals should also reflect the "plan" for the student in terms of frequency/intensity of services/delivery model. Goals should be provided to parents at the time of the first report cards, with progress reports based on these goals generated for each quarter thereafter. Progress reports should be signed by the parent, and returned to the AIS teacher. A copy should be maintained in the student folder.
10. Communication logs should be maintained by all AIS teachers. These logs may vary in appearance by building, but should record contact with the parent, classroom teacher, special area teacher, guidance, administrator, etc., for each student.
11. A student must remain in the AIS program for a minimum of 10 weeks. Progress should be monitored with ongoing assessment, and modification of goals as necessary. A student may exit based upon a satisfactory score on a standardized test, satisfactory classroom work, grades, etc. A letter must be sent to the parent, by the AIS teacher, indicating that the child is no longer in need of services.
12. AIS teachers must notify the Office of School Improvement of any student who enters or exits the AIS program upon occurrence in order to update the files.

Role of Guidance

- To schedule students for AIS based on intensity of needs as determined by assessment results and on-going progress monitoring.

Role of Principals

- Oversee and insure that AIS services are appropriately scheduled and delivered according to the intensity of needs determined by assessment results and on-going progress monitoring.
- Notify parents in writing a summary of the AIS to be provided, the reason the student needs such services; and the consequences of not achieving expected performance levels.
- Notify parents in writing when a child will be discontinued. Such notice must include the criteria for ending service, the performance levels obtained on district-selected assessments, if appropriate; and be

translated, where appropriate, into the native language of the parent(s).

Parent Involvement

Parent Involvement in the AIS program is considered critical to the success of our students. Parents may advocate for their children to receive AIS. Parents may not refuse to have their children participate in AIS if it is offered within the regular school day.

AIS for Special Education Students

Students with IEPs (Individual Education Plans) are eligible for AIS (Academic Intervention Services) if they are not meeting or believed to be at risk of failure of meeting the standards in any core subject area. This determination is based upon a review of State exams, other standardized and local exams, report card grades, and teacher recommendation. Any student who has received a 1 or a 2 on a state test within the past year or who has failed a Regents exam, is eligible to received AIS services in that subject area for a minimum of ten weeks.

AIS services are intended to be supplemental to the regular program, and must NOT be written on the IEP.

The AIS services which students receive must be stated clearly in specific goals for remedying the area of weakness. For example, if a student failed an English Regents exam, the exam must be reviewed, in conjunction with report card information and class work, to determine the particular area of weakness in ELA, and goals to address this weakness must be generated. Lesson plans are integral to AIS - students should be working to meet the identified goals according to lessons prepared specifically to address student needs. AIS may be offered by means of:

- extending the amount of time that a student has to work in the area of need
- assigning a student to work individually with a teacher
- assigning the student to work in a small group within, or outside of the classroom
- providing alternative forms of instruction, such as a computer program
- modifying materials to better meet needs

There is no minimum number of minutes per day or week required, leaving the schedule to be individualized at the discretion of the teacher. Students must receive the services for a minimum of 10 weeks, at which time they may continue, or be removed from the program. Students must be continually assessed to determine if these practices are assisting the students in meeting their AIS goals. Students who exit the program must be monitored by the AIS teacher for a period of time (usually 10 weeks), which consists of conferring with the "regular" program teacher to determine student progress.

Any teacher who is certified in the area in which AIS is to be conducted may provide the service. At the elementary level (K-6), any elementary certified teacher can provide the service. It is recommended that the services be provided by a certified reading teacher if the AIS need is in the area of reading. At the secondary level (7-12), the AIS services should be provided by a teacher who is certified in, or has demonstrated expertise in the core subject area of need (HOUSSED).

Academic Intervention Services by Building/Grade

John L. Edwards Primary School (Grades Pre-K - 2)

Pre-School:

Efforts are made to identify children and families at risk in the area of literacy and overall achievement prior to the time in which formal schooling begins. In order to do so, poverty level, parents' level of education, ability to speak English, and referrals from Head Start and other programs and agencies, are considered, among other factors.

The Hudson Family Literacy Program (HFL) addresses some of these needs. The HFL Program, formerly Even Start, was grant funded from 1999 – 2007 through federal and state funds. When federal dollars ended, the program continued through many different agencies. The program is available year-round to 32 of the neediest families in the district, serving parents and children age birth - eight who are most at risk in the area of literacy as determined by many of the criteria noted above, as well as State and Federal guidelines. This program was previously funded by the State. HFL always accept referrals and try to meet the needs of the children in HCSD.

Additionally, the district has formed two half-day pre-K classes to serve 36 (18 each) of the most at-risk students. Enrollment is based on first come, first served, each application is stamped with the date and time it is received. In the 2015-2016 school year, the district partnered with Questar III BOCES to open a full-day Targeted PK (TPK) class to serve an additional 18 students. Enrollment into the TPK is based on the level of household income.

Grade K:

Identification:

- *Kindergarten screening – Speed Dial 4*
- *Fountas and Pinnell (F&P) Benchmark Assessments*
- *FastBridge Early Reading Screening Assessment*
- *FastBridge Early Math Screening Assessment*
- *Teacher Recommendation*

Communication:

- *AIS Meetings 2 x/year*
- *Parent Conferences 2x/year*
- *Agenda Book*
- *Phone Calls*
- *E-mail*
- *Teacher and School Newsletters*
- *Home book log*
- *Progress Reports and goals*

Services:

- *Leveled Literacy Intervention (small group, 3-5x/week)*
- *Push-in to classrooms during the first half of the school year*

Progress Monitoring:

- *Running Records*
- *Journeys Assessments (done by teachers)*

- *Mid Year/End year Benchmarking*
 - *Grade level evaluation (letter/sound identification, high frequency word list, rhyming, parts of the end of the year state assessment for early literacy)*
 - *FastBridge Progress Monitoring Probes*
1. All incoming Kindergarteners are screened in the Spring prior to the start of school using the Speed Dial 4. This and an interview between the principal and parent determine students who may be at risk and in need of further review to assess early literacy.
 2. The school social worker may meet with students (and possibly parents of students) identified as "at risk" during the summer. Visits to the homes of students who may have difficulty making a transition to a school environment are often made.
 3. At the start of the school year, Kindergarten students deemed to be at risk are evaluated again using appropriate screening assessments.
 4. The AIS team meets with the Principal each trimester to review results, and determine intervention strategies, which may include individual or small group instruction.
 5. The AIS team meets each trimester to review a student's progress in his/her identified program. At that time, all students are reviewed. Any student identified as potentially at risk will be evaluated to assess the possible need for services.
 6. At the end of Kindergarten, students are ranked from high to low based on reading ability. This list is saved and cross-referenced with lists generated in the fall of first grade to determine lowest performing students and potential AIS candidates for first grade.
 7. All AIS recommendations are shared with parents in writing, and, when possible, by phone or in person.
 8. Each trimester, classroom teachers mark the Record of Book Reading Progress for each of their students. Between May 15 and June 15, classroom teachers complete assessments for the RtI folder, identifying each student's level of achievement in the four ELA standards of reading, writing, speaking, and listening. This permanent record is passed to the next teacher, accompanied by writing samples.

Grade 1:

Identification:

- *Teacher recommendation*
- *Initial screening if new to district*
- *Recommended for retention but advanced to next grade*
- *Retained*
- *Fountas and Pinnell Benchmark Assessments*
- *FastBridge Early Reading Screening Assessment*
- *FastBridge Early Math Screening Assessment*
- *FastBridge CBM Reading*
- *Previous AIS services*

Communication:

- *Parent Conferences*
- *Phone calls*
- *AIS Parent Meeting (2x year)*

- *Home book log*
- *Progress reports and goals*
- *E-mail*
- *Teacher and School Newsletters*
- *Agenda Books*

Services:

- *Remedial Reading (small group or one-to-one)*
- *Leveled Literacy Intervention (LLI) (small group, 3-5x/week)*

Progress Monitoring:

- *Running Record*
- *Literacy Portfolio*
- *Letter Identification*
- *High-frequency words*
- *Writing samples*
- *Journeys Assessments (done by the teacher)*
- *FastBridge Progress Monitoring Probes*

Due to developmental or other changes that could occur within the summer months, all first grade students are screened in the fall for baseline reading and math levels. Assessments used include:

- Fountas and Pinnell Benchmark Assessments
- FastBridge Early Reading Screener
- FastBridge Early Math Screener

The building AIS team meets to review the results of the screeners, and a determination is made as to which students will receive remedial reading and math services.

This screening process is repeated mid-year and all students are again reviewed to determine the need for services, appropriateness of present service, or recommendations for other interventions.

Parents are strongly encouraged to attend a parent information session regarding the nature of the AIS program and the integral role of the parent in providing home support.

1. All AIS recommendations are shared with parents in writing, and, when possible, by phone or in person.
2. Each trimester, classroom teachers mark the Record of Book Reading Progress for each of their students. By the end of the school year, classroom teachers complete assessments for the RtI folder, identifying each student's level of achievement in the four ELA standards of reading, writing, speaking, and listening. This permanent record is passed to the next teacher, accompanied by writing samples.

Grade 2:

Identification:

- *Running Records*
- *Recommended for retention but advanced to next grade*
- *Retained*
- *Teacher Recommendation*
- *Fountas and Pinnell Benchmark Assessments*
- *FastBridge aReading*
- *FastBridge aMath*

- *FastBridge CBM Reading*

Communication:

- *AIS Meeting (2x year)*
- *Parent Conference*
- *Agenda Books*
- *Progress Reports and Goals*
- *Phone Calls*
- *Home book log*
- *E-mail*
- *Teacher and School Newsletters*

Services:

- *Remedial Reading (small group, based on level, frequency varies)*
- *Leveled Literacy Intervention (LLI) (3-5x/week, small group)*
- *Wilson Reading 5x/week, group of 2*

Progress Monitoring:

- *Running records*
- *Writing samples*
- *Journals*
- *Word Work*
- *Journeys Assessment*
- *FastBridge Progress Monitoring Probes*

Due to developmental or other changes that could occur within the summer months, all second grade students are screened in the fall for baseline reading and math level. Assessments used:

- Fountas and Pinnell Benchmark Assessments
- FastBridge CBM Reading
- FastBridge aReading
- FastBridge aMath

1. All AIS recommendations are shared with parents in writing, and when possible, by phone and/or in person.
2. On a quarterly basis throughout the year, classroom teachers mark the Record of Book Reading Progress for each of their students. Between May 15 and June 15, classroom teachers complete assessments for the Literacy Portfolio, identifying each student's level of achievement in the four ELA standards of reading, writing, speaking, and listening. This permanent record is passed to the next teacher, accompanied by writing samples.
4. Students identified as being in need of continued assistance are recommended for the Transitions Program from grade 2 to grade 3, if these services are available. The Transitions Program is designed to assist students in adapting to a new school environment, and to the academic and social expectations of the next grade.
5. Grade 2 AIS teachers forward service sheets for each child indicating:
 - Services received
 - Summary of progress with strengths/weaknesses
 - Recommendations for grade 3 services

Additional Interventions. K-2:

- After school programming through the 21st Century and Advantage After School Grants, and Hudson Family Literacy Programs. Homework help, book clubs, community sponsored special programs, may be part of these after school offerings.
- Expanded Learning Time Program (after school)
- PTA sponsored literacy events in the evenings and after school
- Social work intervention including Primary Project, otherwise known as Special Friends
- Beyond Pencil and Paper
- Hudson Family Literacy Program
- Title III funded programs for English Language Learners

Grade 2 students identified as being in need of continued assistance are recommended for the Grade 3 Boost Up Summer Academy, if this service is available. The Summer Academy is designed to assist students in adapting to a new school environment, and to the academic and social expectations of the next grade level.

Montgomery C. Smith Intermediate School (Grades 3 - 5)

Academic Intervention Services in both reading/ELA and math are provided at Montgomery C. Smith Intermediate School.

Montgomery C. Smith Intermediate School Students are grouped in a school within a school setting. The grade levels maintain primarily traditional elementary classrooms which are all grouped together throughout the building. This provides the opportunity for collaboration, communication regarding students, and for ongoing professional development through ELA Meetings with the Literacy Coach and building principals.

Students participate in a thirty-seven minute RtI period where students are grouped according to their academic needs. Teachers and reading specialists meet by grade level to analyze student data and place students in RtI groups. Students that fall into the bottom 20%, based on the New York State ELA exams, SRI score, and FastBridge data are seen by a reading specialist. Teachers progress monitor students within their groups and meet once a month to discuss student data. Students may be moved to a new group depending on their needs.

Frequency and intensity of AIS services is adjusted based upon individual student need, with a general emphasis on more intensive services for students who score 1 or low 2. Students who score mid to high 2s qualify for in-class support and through Expanded Learning Time Program, which is a supplemental academic support provided after school hours.

Guidance Counselors, Psychologists, School Social Workers, and School Resource Officers (SRO) work in conjunction with teachers and community agencies to provide support to students whose outside school factors inhibit their ability or motivation to learn.

Grade 3 :

Identification:

- *The JLE AIS teachers send their recommendations for students who have been receiving remedial Reading and math services and should continue.*
- *Students identified for services are screened by the AIS teachers using a standardized test.*
- *Students new to the district are observed and formally assessed to determine if services are needed.*
- *Fountas & Pinnell (F&P)*
- *FastBridge CBM Reading*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *Scholastic Math Inventory (SMI)*
- *LinkIt!*

Communication:

- *Meet the Teacher (September)*
- *Agenda Book*
- *Phone calls*
- *Parent Conferences (December and March consistent with Report Card dates)*
- *Goals sent home 1st trimester, progress reports 2nd and 3rd trimesters*
- *E-mail*

Services:

- *Push-in – co-teaching model with individual goals for identified students aligned with area of weakness*
- *Expanded Learning Time (after school)*
- *Researched-based reading and math approaches used as appropriate*
- *Direct instruction in the form of mini-lessons*
- *Small group pull out as needed*

Progress Monitoring:

- *Daily contact log*
- *Agenda book*
- *ELA and Math practice tests starting in the fall*
- *Running records*
- *Guided Reading*
- *Rubrics for writing*
- *Formative Math Assessment*
- *FastBridge Progress Monitoring Probes*

Communication Between Schools

- *Literacy Profile for each student*
- *Annual AIS staff meeting to discuss incoming individual student progress*
- *Staff development opportunities to align goals and expectations for all students*
- *Regularly scheduled AIS staff meetings*

Grade 4:

Identification:

- *Students previously receiving Math or ELA services are continued based upon scores on Grade 3 ELA and Math.*
- *Students who are identified for services are screened using a standardized test, and/or individual conferencing to determine specific needs.*
- *Students new to the district are observed and formally assessed.*
- *FastBridge CBM Reading*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *Scholastic Math Inventory (SMI)*
- *LinkIt!*

Communication:

- *Meet the Teacher (September)*
- *Agenda Book*
- *Letters home*
- *Parent Conferences (December and March)*
- *Phone calls*
- *E-mail*
- *Goals sent home 1st trimester. Progress reports 2nd and 3rd trimester.*

Services:

- *Push-in, co-teaching model with individual goals for identified students, aligned with their area of weakness.*
- *Test prep mini courses prior to the ELA and Math tests. Small group and 1-1 instruction as necessary*
- *Computer instruction in Math and Reading*
- *Research-based approaches in Reading and Math used as appropriate*
- *Direct instruction in the form of mini lessons*
- *Small group pull out as needed*

Progress Monitoring:

- *Daily contact log*
- *Agenda book*
- *Informal assessments*
- *Guided Reading*
- *Rubrics for writing*
- *Formative Math Assessment*
- *FastBridge Progress Monitoring Probes*

Communication Between Schools

- *Literacy Profile for each student*
- *Annual AIS staff meeting to discuss outgoing individual student progress*
- *Staff development opportunities to align goals and expectations for all students*
- *Regularly scheduled AIS staff meetings*

Grade 5:

Identification:

- *Scores from the Grade 4 ELA and Math are also reviewed to identify students. Any student who receives a 1 or a 2 is scheduled for AIS for a minimum of 10 weeks. Parents and teachers may also request that a child receive services.*
- *Students who have been identified to receive services in ELA are screened using designated measure at the beginning of the school year to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*
- *FastBridge CBM Reading*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *Scholastic Math Inventory (SMI)*
- *LinkIt!*

Communication:

- *Meet the Teacher (September)*
- *Grade Level and Team Meetings*
- *Agenda Book*
- *Phone calls*
- *E-mail*
- *Goals are sent home 1st trimester. Progress reports sent 2nd and 3rd trimester.*

Services:

- *Push-in (co-teaching model)*
- *Classroom teachers may provide AIS in ELA or math, provided that there is not a reading issue that only a certified reading teacher can provide.*
- *Individual and small group instruction in Reading or Math as necessary*

Progress Monitoring:

- *Collaboration with team regarding progress*
- *Informal assessment and observation*
- *Practice tests*
- *Rubrics for Writing*
- *FastBridge Progress Monitoring Probes*

EXIT CRITERIA:

- *Minimum of 10 weeks in program*
- *Classroom reports indicate progress*
- *Score of 3 or 4 on ELA, Math, or Social Studies*
- *Students who exit are monitored for a year by the classroom teacher*
- *FastBridge Progress Monitoring Probes*

Additional Interventions 3-5:

- Literacy Coach – coordinates school and district-wide literacy programs, models instruction of best practices, analyzes data to drive instruction, and meets with ELA teams
- Wilson Reading System – phonics based reading program for designated students
- Expanded Learning Time Program – After school supplementary program in ELA/Math
- Book Club – facilitated by IS teachers in community setting
- Embedded staff development
- Reading Mentors

Grade 5 students identified as being in need of continued assistance are recommended for the Grade 6 Jr. High Prep Summer Academy, if these services are available. The Summer Academy is designed to assist students in adapting to a new school environment, and to the academic and social expectations of the next grade.

Hudson Jr. High School (Grades 6 – 8)

Frequency and intensity of AIS services is adjusted based upon individual student need, with a general emphasis on more intensive services for students who score 1 or low 2. Students who score mid 2s qualify for in-class support. Common planning time has been arranged wherever possible for these teachers as well, for same purpose.

Guidance Counselors, Psychologists, School Social Workers, and School Resource Officers (SRO) work in conjunction with teachers and community agencies to provide support to students for whom outside factors inhibit their ability or motivation to learn.

Grade 6:

Identification:

- *Students previously receiving Math or ELA services are continued based upon teacher recommendation at the end of the school year.*
- *Scores from the Grade 5 ELA and Math assessments also reviewed to identify additional students. Any student who receives a 1 or a 2 is scheduled to receive AIS for a minimum of 10 weeks.*
- *Students who have been identified to receive services in ELA are screened using designated measure to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*
- *FastBridge CBM Reading*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *Scholastic Math Inventory (SMI)*
- *LinkIt!*

Communication:

- *Meet the Teacher (September)*
- *Grade level & Team Meetings*
- *AIS Parent Meeting*
- *Agenda Book*
- *Phone calls*
- *E-mail*
- *Goals are sent home 1st quarter. Progress reports 2nd – 4th quarters.*

Services:

- *Push-in (co-teaching)*
- *Individual and small group instruction in Reading or Math as necessary*

Progress Monitoring:

- *Collaboration with team regarding progress*
- *Informal assessment and observation*
- *Practice tests*
- *FastBridge Progress Monitoring Probes*

EXIT CRITERIA:

- *Minimum of 10 weeks in program*
- *Classroom reports indicate progress*
- *Score of 3 or 4 on ELA and/or Math*
- *Students who exit are monitored for a year by the classroom teacher*

Grade 7:

Identification:

- *Each student is evaluated based on a NYS test score, combined with one or more of the following local measures. Students will receive AIS for a minimum of 10 weeks if academic need is determined.*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *LinkIt!*

Communication:

- *Open House*
- *Grade level & Team Meetings*
- *AIS Parent Meeting*
- *Agenda Book*
- *Phone calls*
- *E-mail*
- *Goals sent home 1st quarter. Progress reports 2nd-4th quarters.*

Services:

- *Push-in AIS services*
- *Pull-out small group instruction*
- *Wilson small groups*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with team regarding progress*
- *Informal assessment and observation*
- *Practice tests*
- *FastBridge Progress Monitoring Probes*

EXIT CRITERIA:

- *Minimum of 10 weeks in program*
- *Classroom reports indicate progress*
- *Score of 3 or 4 on ELA and/or Math*
- *Students who exit are monitored for a year by the content area teacher*

Grade 8:

Identification:

- *Scores from the Grade 7 ELA and Math are also reviewed to identify additional students. Any student who receives a 1 or a 2 is scheduled to receive AIS for a minimum of 10 weeks.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*
- *FastBridge aReading*
- *FastBridge aMath*
- *Scholastic Reading Inventory (SRI)*
- *LinkIt!*

Communication:

- *Open House*
- *Grade level & Team Meetings*
- *AIS Parent Meeting*
- *Agenda Book*

- *Phone calls*
- *E-mail*
- *Goals sent home 1st quarter. Progress reports 2nd-4th quarters.*

Services:

- *Push-in (co-teaching)*
- *Pull-out individual and small group instruction*
- *FastBridge Progress Monitoring Probes*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with team regarding progress when possible*
- *Informal assessment and observation*
- *Practice tests*

EXIT CRITERIA:

- *Minimum of 10 weeks in program*
- *Classroom reports indicate progress*
- *Score of 3 or 4 on ELA, Math, or Social Studies*
- *Students who exit are monitored for a year by the content area teacher*

Additional Interventions, 6 - 8:

- Expanded Learning Time Program – Before/after school supplementary program in ELA/Math

Grade 6 students identified as being in need of continued assistance are recommended for the Grade 7 Jr. High Prep Summer Academy, if these services are available. The Summer Academy is designed to assist students in adapting to a new school environment, and to the academic and social expectations of the next grade.

Hudson Sr. High School (Grades 9-12)

Hudson Sr. High School students receive AIS services based upon needs identified by standardized testing and teacher recommendation. AIS at the Sr. High School is conducted very specifically towards course curriculum and standards, and is available in every core content area (Math, English Language Arts (ELA), Social Studies, and Science). Due to the nature of high school graduation requirements, and scheduling and staffing issues, AIS is primarily conducted by content area certified teachers. One reading-certified AIS teacher is also on staff to provide for reading based AIS instruction for regular and special education students.

The Guidance counselors, Student Resource Officer (SRO), Social Worker, and Psychologist work in conjunction with teachers and community agencies to provide support to students whose outside factors inhibit their ability or motivation to learn.

Grades 9-12 Math, ELA, Social Studies, and Science

Identification:

- *Scores from the Grade 8 ELA, Math, and Science tests are reviewed to identify any students for Grade 9, and scores from Regents Exams 9-11 are reviewed in the same manner.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*
- *Scholastic Reading Inventory (SRI)*

Communication:

- *Meet the Teacher (September)*
- *Phone calls*
- *E-mail*
- *Goals sent home 1st quarter. Progress reports 2nd-4th quarters.*

Services:

- *Pull-out, small group*
- *Computer program (Castle Learning)*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with department*
- *Informal assessment and observation*
- *Core subject grades*
- *Practice tests*
- *SRI Benchmark Assessments*

EXIT CRITERIA:

- *Minimum of 10 weeks in program*
- *Classroom reports indicate progress*
- *Students who exit are monitored for a year by AIS and classroom teacher*
- *A grade of 80 or better in Core classes may exit after 10 weeks*
- *All students exit after 20 weeks (often have two subjects in the Fall and the other two in the Spring)*
- *Teacher recommendation (both content area and AIS)*

Additional Interventions, 9 – 12:

- After school Regents review classes taught by certified teachers.

AIS Overview and Staff Guidelines

State and Federal mandates require that specific records regarding the progress of students receiving AIS services be maintained. Each student receiving services should have an AIS file outlining the reason for identification, specific goals, services received, etc. Parents must be notified that their child is receiving AIS, and must also be notified when services have ended. AIS must be provided for a minimum of ten weeks following identification, with progress monitored by baseline and exit assessments. State and federal guidelines do not specify the format, duration, or intensity of AIS services, however, each building has included a framework for delivery of services.

The AIS packet should be copied and completed for each student. All information should be maintained on file by the AIS teacher, with a copy of class lists and the AIS schedule sent to the School Improvement Office no later than September 30th. Academic profiles of each student on the class list will be forwarded to the AIS Teacher from the School Improvement Office. Please provide the School Improvement Office with updates if students are added or dropped from the AIS class.