

HUDSON CITY SCHOOL DISTRICT

K-12 Academic Intervention Services Plan **September 2010 – June 2012**

2010 – 2012
Academic Intervention Service Plan
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HUDSON CITY SCHOOL DISTRICT

Academic Intervention Services Plan

2010-2012

INTRODUCTION

Academic Intervention Services are intended to supplement instruction provided by the general curriculum and to assist students in meeting the State Learning Standards. This additional support will be provided utilizing a variety of strategies. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are identified as not meeting designated performance levels. 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.

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 and targeted opportunities for academic assistance and intervention, based on data analysis ("root cause analysis") of multiple measures so that they may be successful in meeting the New York State Learning Standards.

The following district description of Academic Intervention Services (AIS) includes criteria for eligibility and 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 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.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results.

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;
- *Extended 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.

2010-2012 District-Wide AIS Procedures

1. By September 30th, AIS class lists should be submitted to the Assistant Superintendent's 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 Assistant Superintendent's Office will send each teacher a student profile (service history, assessment information, etc.) of every student service, once a class list has been received. (* AIS data is maintained on a database in the Assistant Superintendent's 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 contact the AIS teacher for that respective grade level with information about the specific needs, in order to be added to the caseload for that teacher. 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, 4 and 5, 8 and 9, in early September 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 on the current AIS roster. Assessments will be conducted by the AIS teacher assigned. (The QRI and DIBELS have been identified as methods while others are being evaluated.)
7. In September, 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.)
8. 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 complete an add/drop form for any student who enters or exits the AIS program. This information should be sent to the Assistant Superintendent's Office upon occurrence in order to update the files.
13. Role of Guidance – To identify and schedule students for AIS based on intensity of needs as determined by assessment results and on-going progress monitoring.
14. Role of principals – To oversee and insure that AIS services are appropriately scheduled and delivered according to the intensity of needs as determined by assessment results and on-going progress monitoring. Principals must also 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. Likewise, principals must 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).
15. Role of parents – 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. At the K-3 level, 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.

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 private funding for two years. For 2009-2010, Columbia Opportunities is the primary funder. The program is available year-round to 32 of the neediest families in the district, serving parents and children ages 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.

Additionally, the district has formed two all day pre-K classes to serve 36 (18 each) of the most at risk students.

Grade K:

Identification:

- *Kindergarten screening – Speed Dial 3*
- *Wilson Foundations assessments*
- *SDT (Survey of Developmental Tasks) if indicated by Kindergarten screening*
- *Grade level evaluation (alphabet recognition, letter/sound recognition, high frequency word list, rhyming, spelling)*

Communication:

- *AIS Meeting*
- *Parent Conferences*
- *Agenda Book*
- *Phone Calls*
- *E-mail*
- *Teacher and School Newsletters*

Services: (2nd semester if staffing allows)

- *Leveled Literacy Intervention (small group, 5x30)*
- *Remedial Reading (small group, 1:1,*
- *PMHP (individual, 1x30)*
- *Two teacher groups daily*

Progress Monitoring:

- *Journals, magnetic letters, phonics cards*
 - *Books*
 - *Running Records*
 - *Foundations Assessments*
 - *Grade level evaluation (alphabet recognition, letter/sound recognition, high frequency word list, rhyming, spelling)*
1. All incoming Kindergarteners are screened in the Spring prior to the start of school using the Speed Dial 3. 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 have not attended summer school are often made, as well as to the homes of students who may have difficulty making a transition to a school environment.
 3. At the start of the school year, Kindergarten students deemed to be at risk are evaluated again using appropriate instruments, including the SDT (Survey of Developmental Tasks), screening with Speed Dial 3, or other informal assessments.
 4. The AIS team meets with the Principal to review results, and determine intervention strategies, which may include individual or small group instruction, PMHP (Special Friends).
 5. The AIS team meets periodically 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, classroom teachers rank students from high to low based on reading ability. This list is saved and cross-referenced with lists generated by first grade teachers in the fall to determine lowest performing students and potential Reading Recovery candidates for first grade.
 7. All AIS recommendations are shared with parents in writing, and, when possible, by phone or in person.
 8. 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.

Grade 1:

Identification:

- *Observational Survey (OS)*
- *Literacy Collaborative Testing*
- *Teacher recommendation (grade level benchmark assessment, observation)*
- *Initial screening if new to district*
- *Recommended for retention but advanced to next grade*
- *Retained*
- *Foundations Assessments*
- *Fountas/Pinnell Benchmark Assessments*

Communication:

- *Parent Conferences*
- *Phone calls*
- *AIS Parent Meeting*
- *Books sent home*
- *Progress reports and goals*
- *E-mail*
- *Teacher and School Newsletters*

Services:

- *Reading Recovery (RR) (individual, 5x30)*
- *Remedial Reading (small group, 1:1, varies)*
- *Fast ForWord (5x30, 5 x 40)*
- *PMHP (1x30)*
- *Leveled Literacy Intervention (LLI) 1:3, 5x30 or 40*
- *Two Teacher groups daily*

Progress Monitoring:

- *Running Record*
- *Sentence/word work*
- *Literacy Portfolio*
- *Letter Identification*
- *High-frequency words*
- *Writing samples*
- *Foundations Assessments*
- *Fountas/Pinnell Benchmark Assessment*

Due to developmental or other changes that could occur within the summer months, first grade teachers rank students from high to low according to their initial impression of reading ability during the first two weeks of school. These lists are cross-referenced with the lists received from the Kindergarten teachers, and at least the bottom third are tested with the OS (Observational Survey). The OS consists of 6 sub tests:

- Letter ID
- Ohio Word Test
- Concepts about Print
- Writing Vocabulary
- HRSIW (Hearing and Recording Sounds in Words)
- Text Reading

All Observational Survey (OS) testing is then recorded on a student data and alternate ranking sheet, progressing from the lowest to the highest ranking child. The child's attendance, family mobility, support services, and behavioral issues are also noted.

The building AIS team meets to review the results of the OS, and a determination is made as to which students will receive the initial round of Reading Recovery. Sixteen (16) students can receive Reading Recovery services during this phase. Remaining students are reviewed and placed in an appropriate program, including: individualized or small group instruction, PMHP, Fast ForWord, or Leveled Literacy Intervention (LLI).

This ranking and testing process is repeated mid-year to determine the next Reading Recovery students. All students are again reviewed to determine the need for services, appropriateness of present service, or recommendations for other interventions.

In addition, the progress of all remedial reading students is reviewed at 5, 10, and 15 week intervals, and at the end of their program.

Parents of all Reading Recovery students or those in LLI groups are strongly encouraged to attend a parent information session regarding the nature of the program and the integral role of the parent in providing home support.

1. All first grade students are tested in the fall with the HRSIW (Hearing and Recording Sounds in Words) portion of the Literacy Collaborative assessments. Students not scoring at grade level on this assessment will receive services.
2. Current first grade students who received support in Kindergarten are reviewed by the AIS team (remedial teachers) in consultation with classroom teachers. This occurs multiple times throughout the year to determine if current services are appropriate, or if monitoring or further evaluation and services are needed.
3. All AIS recommendations are shared with parents in writing, and, when possible, by phone or in person.
4. 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.

Grade 2:

Identification:

- *Running Records*
- *Test of Hearing and Recording Sounds*
- *Recommended for retention but advanced to next grade*
- *Retained*
- *Teacher Recommendation*
- *AIS Assessment Benchmarks*
- *Foundations Assessments*
- *Fountas/Pinnell Benchmark Assessments*

Communication:

- *AIS Meeting*
- *Parent Conference*
- *Agenda Books*
- *Progress Reports and Goals*
- *Phone Calls*
- *Books sent home*
- *E-mail*
- *Teacher and School Newsletters*

Services:

- *Remedial Reading (small group, based on level, frequency varies)*
- *Fast ForWord (5 x 30, 5 x 40)*
- *KidBiz (varies)*
- *PMHP*
- *Leveled Literacy Intervention (LLI) (delivered to small groups daily for 30 to 45 minutes)*
- *Two teacher groups daily*

Progress Monitoring:

- *Running records*
- *Writing samples*
- *Literacy Portfolio*
- *Journals*
- *Word Work*
- *Foundations Assessments*
- *Fountas/Pinnell Benchmark Assessments*

1. Students who received support services in previous years are reviewed by the AIS team, in consultation with classroom teachers, multiple times throughout the year to determine if current services are appropriate, if monitoring is all that is needed, or if a more extensive evaluation is needed.

2. All AIS recommendations are shared with parents in writing, and when possible, by phone and/or in person.

3. 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 summer school, if these services are available, and/or 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:
1. Services received occasionally
 2. Summary of progress with strengths/weaknesses
 3. Recommendations for grade 3 services

Additional Interventions. K-2:

*Various cross-age mentoring programs exist on a short term basis. These include, but are not limited to: the High School Tolerance Committee, student tutors involved with LINC, and other high school students.

* After school programming through the 21st Century and Advantage After School Grants, and Family Literacy Programs. Homework help, book clubs, community sponsored special programs, Kid Biz, and Fast ForWord may be part of these after school offerings.

*PTA sponsored literacy events in the evenings and after school.

* Social work intervention including Primary Mental Health Project (PMHP). Otherwise known as Special Friends

*Beyond Pencil and Paper

*Hudson Family Literacy Program.

*Title III funded programs for English Language Learners

Montgomery C. Smith Intermediate School (Grades 3 - 6)

Academic Intervention Services in both reading/ELA and math are provided at Montgomery C. Smith Intermediate School. **Grades 3-4 classroom teachers and AIS teachers "loop" in order to dedicate two years to the same group of students, to increase familiarity with the curriculum at both grade levels, and to provide increased consistency in programs and services.** The Literacy Collaborative philosophy is utilized by all 3-4 teachers in order to provide differentiated instruction and resources to all students, and is designed to prevent referrals to AIS.

Montgomery C. Smith Intermediate School Students are grouped in a school within a school setting. Grades 5 and 6 maintain primarily traditional elementary classrooms which are all located in one area of the building. Grade level teachers, and AIS teachers, are also placed on "teams" for which common planning time has been created, whenever possible. This provides the opportunity for collaboration, communication regarding students, and for ongoing professional development through CELA (Center for English Learning and Achievement) and building principals.

Classroom teachers provide some of the services typically provided by a full time AIS teacher. Frequency and intensity of AIS services is adjusted based upon individual student need, with a general emphasis on more intensive services students who score 1 or low 2. Students who score mid to high 2s qualify for in-class support and through "Over the Top," 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 for whom outside factors inhibit their ability or motivation to learn.

Grade 3 :

Identification:

- *Grade 2 teachers also send their recommendations for students who have been receiving services and should continue*
- *Grade 2 teachers send separate recommendations for students who should receive math services, since math AIS does not exist at JLE*
- *Students identified for services are screened by the AIS teachers using a standardized test, and/or individual conferencing and evaluation (Slosson, Schlagel, DIBELS)*
- *Students new to the district are observed, formally assessed, and take part in individual conferencing for 2 weeks to determine if services are needed.*
- *Math as determined by a NYS based screening*
- *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*

Communication:

- *Open House*
- *AIS Parent Meeting (October)*
- *Agenda Book*
- *Phone calls*
- *Parent Conferences (November, April consistent with Report Card dates)*
- *Goals sent home 1st quarter, progress reports 2nd-4th quarters*
- *E-mail*
- *Evening/Student/Teacher Parent Programs ~ e.g., Author's Night, Living History Presentation, Readathon*

Services:

- *Push-in – co-teaching model with individual goals for identified students aligned with area of weakness*
- *Test prep mini courses prior to ELA and Math tests to focus and support*
- *KidBiz*
- *Over the Top*
- *Computer-based instruction for small group and 1-1 instruction – math and reading*
- *Researched-based reading and math approaches used as appropriate*
- *Direct instruction in the form of mini-lessons*
- *Summer school may be recommended based on funding*
- *Small group pull out as needed*

Progress Monitoring:

- *Daily contact log*
- *Agenda book*
- *ELA and Math practice tests starting in the fall*
- *QRI given, as appropriate*
- *Running records*
- *Daily Conferencing - Journaling*
- *Guided Reading*
- *Rubrics for writing*
- *Benchmarking for Guided Reading*
- *DIBELS progress monitoring*
- *Formative Math Assessment (Nov., Jan.)*
- *Literacy portfolio*

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 teacher recommendation at the end of the school year and scores on Grade 3 ELA and Math. Scores on the Grade 3 ELA and Math tests are reviewed and students are added to the AIS lists as appropriate.*
- *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 and informally assessed for 2 weeks upon entrance, after which a determination regarding service needs is made.*
- *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*

Communication:

Home/School

- *Open House*
- *AIS Parent Meeting (October)*
- *Agenda Book*
- *Letters home*
- *Parent Conferences*
- *Phone calls*
- *E-mail*
- *Goals sent home 1st quarter. Progress reports 2nd–4th.*
- *Evening/Student/Teacher Parent Programs ~ e.g., Author's Night, Living History Presentation, Readathon*

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*
- *KidBiz*
- *Head Sprouts*
- *Small group pull out as needed*

Progress Monitoring:

- *Daily contact log*
- *Agenda book*
- *QRI as necessary*
- *Informal assessments*
- *Practice tests starting in the fall – Running Records*
- *Journals*
- *Daily Conferencing*
- *Guided Reading*
- *Rubrics for writing*
- *Literacy portfolio*
- *Benchmarking for Guided Reading*
- *Formative Math Assessment (Nov., Jan.)*
- *DIBELS progress monitoring*

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:

- *Grade 4 teachers submit their recommendations for students in need of services to the Assistant Superintendent's Office at the end of the school year. This list is shared with Guidance and Building Principal order to generate class list.*
- *Scores from the Grade 4 ELA and Math are also reviewed to identify additional 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 the QRI or other 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.*

Communication:

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

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*
- *KidBiz*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with team regarding progress*
- *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 classroom teacher*

Grade 6:

Identification:

- *Grade 5 AIS teachers submit their recommendations for students in need of services to the Assistant Superintendent's Office at the end of the school year. This list is shared with Guidance and Building Principal in order to generate class lists.*
- *Scores from the Grade 5 ELA, Math and Social Studies 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. Social Studies AIS is embedded in ELA AIS – Social Studies content is used.*
- *Students who have been identified to receive services in ELA are screened using the QRI or other designated measure to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*

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*

Services:

- *Push-in (co-teaching)*
- *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*
- *KidBiz*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with team regarding progress*
- *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 classroom teacher*

Additional Interventions 3-6:

*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.

*Author’s Week – book talks and workshops by invited authors.

*Over the Top – After school supplementary program in ELA/Math

*Book Club – facilitated by IS teachers in community setting.

*Embedded staff development.

Hudson Jr. High School (Grades 7 – 8)

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

Classrooms for grades 7 and 8 are also situated on their own campus and cross-curricular teams (two per grade) have been identified for each grade level. 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.

Students deemed to be at risk in a particular subject area are recommended for summer school.

Grade 7:

Identification:

- *Grade 6 AIS teachers submit their recommendations for students in need of services to the Assistant Superintendent's Office at the end of the school year. This list is shared with Guidance and Building Principal in order to generate class lists.*
- *Scores from the Grade 6 ELA, Math and Social Studies 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. Social Studies AIS is embedded in ELA AIS – Social Studies content is used.*
- *Students who have been identified to receive services in ELA are screened using the QRI or other designated measure to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*

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*

Services:

- *Push-in (co-teaching)*
- *Pull-out individual and small group instruction as necessary*
- *Over the TOP*
- *Wilson Reading System – phonics based reading program for designated students*

Progress Monitoring:

- *Contact with student at least every other day*
- *Collaboration with team regarding progress*
- *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 SS*
- *Students who exit are monitored for a year by the content area teacher*

Grade 8:

Identification:

- *Grade 7 AIS teachers submit their recommendations for students in need of services to the Assistant Superintendent's Office at the end of the school year. This list is shared with Guidance and Building Principal in order to generate class lists.*
- *Scores from the Grade 7 ELA, Math and Social Studies 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. Social Studies AIS is embedded in ELA AIS – SS content is used.*
- *Students who have been identified to receive services in ELA are screened using the QRI or other designated measure to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*

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*

Services:

- *Push-in (co-teaching)*
- *Pull-out individual and small group instruction as necessary*
- *Over the Top*
- *Wilson Reading System – phonics based reading program for designated students*

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*

Hudson High School (Grades 9-12)

Hudson High School students receive AIS services based upon needs identified by standardized testing and teacher recommendation. AIS at the High School is conducted very specifically towards course curriculum and standards, and is available in every core content area (Math, ELA (English Language Arts), 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, School Safety Officer, Social Worker, and Psychologist work in conjunction with teachers and community agencies to provide support to students for whom outside factors inhibit their ability or motivation to learn.

Students deemed to be at risk in a particular subject area are recommended for summer school.

Grades 9-12 Math, ELA, Social Studies (SS), & Science A.I.S.:

Identification:

- *Grade 8-11 AIS teachers submit their recommendations for students continuing to be in need of services to the Assistant Superintendent's Office at the end of the school year. This list is shared with Guidance and Building Principal in order to generate class lists/student schedules.*
- *Scores from the Grade 8 ELA, Math, SS, and Science tests are also reviewed to identify any additional students for Grade 9, and scores from Regents Exams 9-11 are reviewed in the same manner.*
- *Students who have been identified to receive services in ELA are screened using the Stanford Diagnostic Reading Tests, Qualitative Reading Inventory (QRI) or other designated measure to help determine specific reading needs.*
- *Students new to the district are observed and informally assessed to determine if services are needed.*

Communication:

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

Services:

- *Pull-out, small group or individual*
- *Computer program (SAS)*
- *Wilson Reading System – phonics based reading program for designated students*

Progress Monitoring:

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

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 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 math help class taught by certified math teacher.
- *After school Regents review classes taught by certified teachers.
- *Embedded staff development.

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 enclosed 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 Assistant Superintendent's Office no later than September 30th. Academic profiles of each student on the class list will be forwarded to you from the Assistant Superintendent's Office. Please provide us with updates if students are added or dropped from your class.

Glossary of Terms and Acronyms:

AIS: Academic Intervention Services – Math & ELA (Grades 1-8); Math, ELA, Science, and Social Studies (Grades 9-12).

AIS Teacher: A teacher who is certified in the area in which AIS is to be conducted.

CELA: Center for English Language

DIBELS: Dynamic Indicators of Basic Early Literacy Skills.

Fast ForWord Gr. 1 & 2: An individualized computerized auditory program that retrains the brain in auditory processing.

Fundations: A classroom-based or small group program emphasizing phonemic awareness. Grades K-1 teachers use this program with all students to solidify letter and sound identification and proper letter formation in writing.

IEP: Individualized Education Plan

IST: Instructional Support Team – a group of teachers, support staff, reading specialists, etc, meet to offer suggestions on strategies that may help the student who may be having difficulty. The student's progress is reviewed periodically and if, after a number of strategies are tried, the student is still having difficulty, a referral to CSE may be made for further evaluation.

Guided Reading: Direct small group instruction in reading.

Hudson Family Literacy Program: Focuses on literacy development for whole families with children birth through age 8.

Kid Biz Gr. 2-8: An internet based program for children of at least 2nd grade reading level. Critical thinking skills are developed through reading nonfiction text, in the form of current events, at the child's reading level, answering comprehension questions, and doing a written response piece.

Leveled Literacy Intervention (LLI) Gr. 1 & 2: A scripted program similar to Reading Recovery. Reading strategies are similar to Reading Recovery but done with groups of 3 instead of individually. The program may be started at any level, K-2. Children remain in the program until they are reading independently at grade level.

LINC: (Literacy, Incorporated) – Community-based organization for the benefit of literacy.

Literacy Collaborative: Language Arts program that provides instruction in reading/writing and word study.

Literacy Portfolio: Collection of student work samples.

Looping: Teacher moves to next grade level with students (2year).

NYS Standards: Guidelines for academic performance levels K-12.

Over The Top (OTT) Gr. 3 – 8: An in-district supplemental education service provided after school by District teachers for students in grades 3 - 8 in preparation for the State assessments in ELA and Math. The program is funded by Titles V & VI grants.

PMHP-Primary Mental Health Project (Special Friends) Gr. K-2: A prevention-oriented program provided by a child associate who works under the direction of the psychologist and social worker addressing issues such as school adjustment, learning problems, divorced parents, and children at risk by their environment.

QRI: (Qualitative Reading Inventory) – Individualized reading assessment.

Reading Recovery (RR) Gr. 1: First grade students, who are not experiencing success with the daily program, have the opportunity to participate in Reading Recovery. The program services students who qualify, 30 minutes of daily instruction for 16-20 weeks. The lesson is very specific in method and includes what the child knows, specific teaching point, writing, and reading new material.

RTI: Response to intervention

RTImDirect: Data program to track interventions to students K-12 in preparation for the Program Information Reports filed with State Education Dept. annually in September.

Speed Dial 3: Development Assessment – part of Kindergarten screening process.

State Assessments: ELA and Math (Grades 3-8) administered in January and April.

SDT: (Survey of Developmental Tasks) Early Development Survey covering 11 areas – designed for pre-schoolers and those developmentally at a pre-school level.

Wilson Reading System: Phonics based reading program for designated students