Cairo-Durham Central School District

ACADEMIC

INTERVENTION

SERVICES

District Plan

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Cairo-Durham Vision Statement

The central focus of our schools is clearly upon our children. We see that our primary obligation is to them, for their proper education, growth, and development. Surrounding our children are the families and residents of our communities, and for all of these people we are also a center of learning opportunity. The resources and capacities of our schools are not just learning resources; our schools are woven into the fabric of our communities. They are centers of community activity, and they are valued as essential to the high quality of community life we have come to know and cherish.

We wish to be known as a district that is recognized regionally and across New York State as an exemplary school system. We would like to be seen as leaders in pursuit of educational excellence for our children. We have a creative system where faculty and staff, in collaboration with students and parents, are constantly striving to better educational processes and improve student performance. We boldly seek to experiment with new ideas from which we can learn and grow. We are committed to our continuous improvement. We are capable of innovation and we see our flexibility as a strength as we seek to implement positive change. Other school districts can learn from us, and we are eager to share our experiences and learning, because by doing so we can also learn about the best others have to offer. We are proud of our leadership position within the field of public education. Our vision clearly identifies:

- Each student will develop academically, physically, emotionally, and socially.
- A positive learning environment will exist for all students.
- All students will be actively engaged in challenging learning opportunities.
- High expectations and standards achieved by all students.
- All stockholders will be involved in the educational process and in dealing with real challenges of education in our community.
- Each student will grow and learn within a caring and cooperative environment.
- All students will be actively engaged in challenging learning opportunities.

Commissioner's Regulations

Section 100.2 of the Commissioner's Regulations requires school districts to provide Academic Intervention Services (AIS) to students who score below proficiency on State assessments and/or who are at risk of not achieving the State Learning Standards. Services are to begin by the semester following the determination that a student needs such services. AIS is required in the core academic areas: ELA, Mathematics, Social Studies and Science.

Academic Intervention Services in Cairo-Durham

Academic Intervention Services (AIS) are academic supports that supplement regular classroom instruction; and/or social-emotional supports that address barriers to academic achievement. The goal of AIS is to enable students to meet State Learning Standards and achieve proficiency in core subject areas as measured by State assessments.

AIS will include remediation and/or support services for all students who qualify, including those identified by the Committee on Special Education as having an educational disability, and those who have a 504 Accommodation Plan. Services for students with disabilities/504 Plans should be coordinated so as not to result in duplication of effort.

Services for struggling students are provided in increasing intensity based upon the student's needs as defined by State assessment results and at least one other measure. The continuum of services provided under AIS can be understood as follows:

LEAST INTENSE →   →   →   →   →MOST INTENSE

Monitoring → Ability Grouping/In Classroom → Co-Teaching Model/Push-in Services → Pull-out services (group) → Pull-out services (small group)→1:1 tutoring

Academic Services

A student's AIS plan may include academic supports as follows:

- Monitoring provided in the classroom, by the classroom teacher
- Group interventions provided in the classroom by the classroom teacher
- Speech Improvement in grades K-3
- AIS push-in services or co-teaching (provided by either an AIS or a special education teacher)
- AIS group, small group or 1:1 instruction on a pull-out basis
- Summer school
- After-school assistance, Homework Club, study groups or tutoring
- Homework intervention programs
- Alternative learning programs (grades 7, 8 and 9)
- After school credit recovery (ALP-Plato at the HS).

Eligibility and Exit Criteria

Eligibility for AIS and exit criteria will be based on performance on the NYS Assessments and at least one other measure as outlined in this document. Our goal is to offer a fluid and flexible system in which students move in and out of AIS programming as their needs dictate. Input from teachers, support staff, administrators, parents and the Instructional Strategies Team (IST) is important in determining eligibility and level of services offered.

Support Services

There are factors that may contribute to a student's lack of academic success that are not academic in nature, yet impede learning. Examples of barriers to student success include:

- Attendance problems
- Discipline/behavior problems
- Social-emotional or mental health issues
- Family issues
- Health-related issues
- Nutrition-related issues
- Transience

When these barriers contribute to poor academic performance, we must correctly identify student needs and seek to address them. Simply adding more academic support for students struggling with these challenges is insufficient. AIS support services are accessed through the building IST in grades K-8, and through the guidance office in grades 9-12.

Examples of support services include:

- Group counseling (e.g. anger management, social skills or banana splits)
- Individual counseling
- School-based mental health counseling (through Greene County Mental Health)
- Referral for family counseling
- Referral to other outside agencies
- Attendance intervention and monitoring
- Referral to PINS diversion program offered through Catholic Charities
- Short-term intervention with our School Resource Officer

AIS Teaching Staff

AIS Support Services Staff

Math Interventionists:

➢ Erin Herrmann

➢ Peter Goodwin

➢ Robert Shufelt

➢ Rochelle Stiverson

➢ Susan Elmendorf

➢ Gail Le Suer

ELA Interventionists:

➢ Tara Mentes

➢ Patricia Salvino

➢ Vanessa McDonagh

➢ Erin Christner

➢ Erin Murphy

➢ Hilary Moxey

RTI Coordinator:

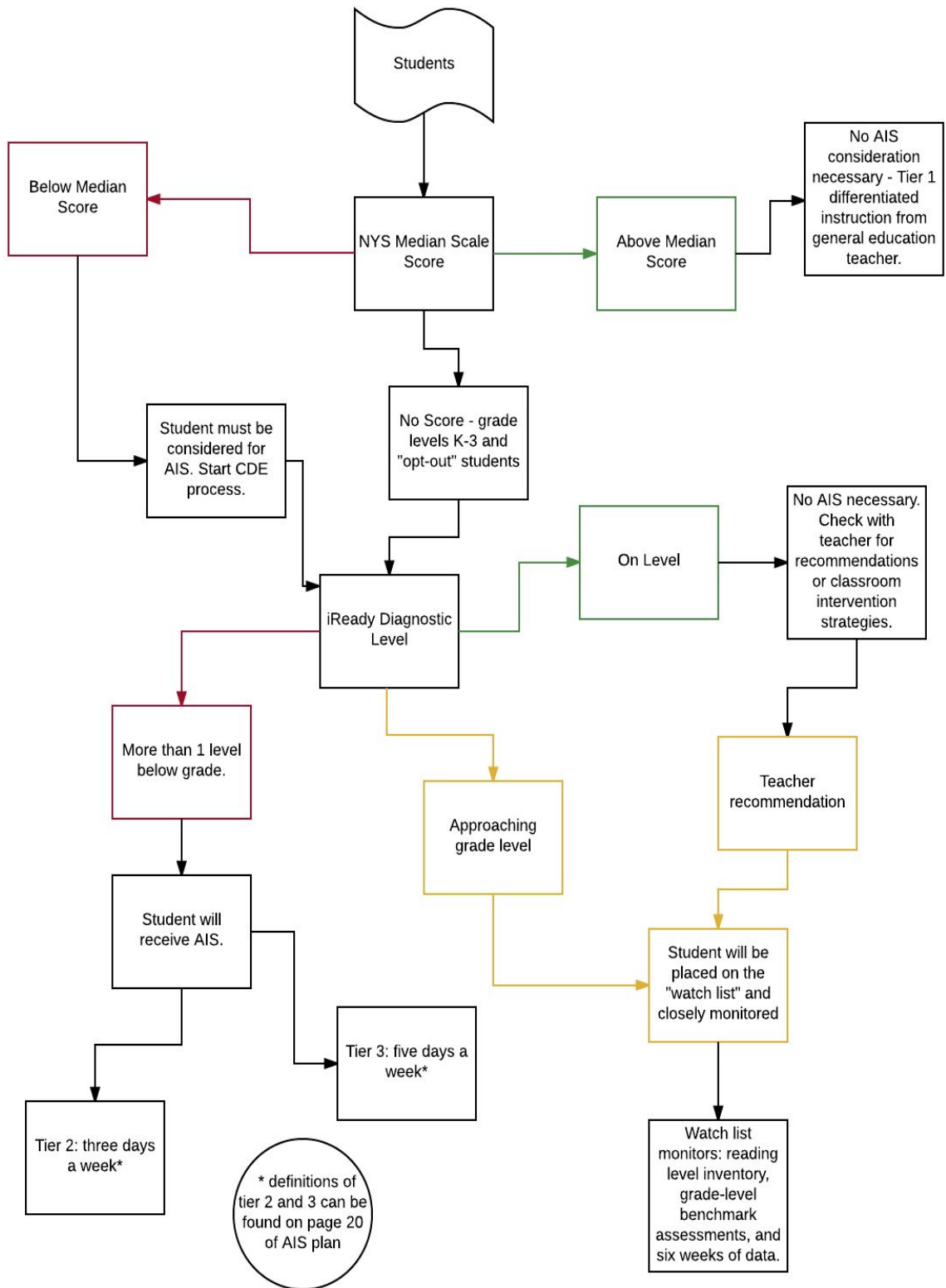➢ Donna Trunzo

Parent Involvement

Parents play a vital role in the academic success of their children. The District must strive for a strong partnership with parents and joint efforts toward the success of all students. Communication with home becomes a critical ingredient of this partnership.

Parents will be informed in writing by the building principal when a student is designated as needing Academic Intervention Services (see Appendix I). The letter will include a summary of student academic needs, methods of determination of need, and the services to be provided.

Parents should receive quarterly AIS progress reports, except in the cases of monitoring where the normal progress-report methods for a building will apply. Parents may attend conferences, open house events and have opportunities to borrow materials for use at home. Parents of students in grades 6-12 may also access their child's grades at anytime on-line via "Power School."

Parents should be given information on how to work with their child to improve achievement, how to monitor their child's progress, and how to work with educators to improve their child's learning. Parents should be encouraged to communicate frequently with their child's teacher(s).

Lastly, parents will be informed in writing by the building principal when their child exits the AIS program (Appendix I).

Students

NYS Median Scale Score

Below Median Score

Above Median Score

No AIS consideration necessary - Tier 1 differentiated instruction from general education teacher.

Student must be considered for AIS. Start CDE process.

No Score - grade levels K-3 and "opt-out" students

iReady Diagnostic Level

On Level

No AIS necessary. Check with teacher for recommendations or classroom intervention strategies.

More than 1 level below grade.

Approaching grade level

Teacher recommendation

Student will receive AIS.

Student will be placed on the "watch list" and closely monitored

Tier 3: five days a week*

Tier 2: three days a week*

* definitions of tier 2 and 3 can be found on page 20 of AIS plan

Watch list monitors: reading level inventory, grade-level benchmark assessments, and six weeks of data.

AIS in Grades K-3

K-3 ELA

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (1 or more)
K	A. Kindergarten initial screening test B. Teacher recommendation C. IST recommendation	Monitor (classroom teacher) Co-teaching model Universal Design of Learning Group (7-10) for low intensity	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation
1	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation	Smaller Group (5-7) for moderate intensity Small Group (2-4) for high intensity Homework Intervention After-school assistance	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation
2	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation	Saturday School Summer School Support services may Apply	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation

3	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation		A. Above median scale score NYS ELA 7 B. Teacher Recommendation C. IST Recommendation

K - 3 Math

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (1 or more)
K	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation	Monitor (classroom teacher) Co-teaching model Universal Design of Learning Group (7-10) for low intensity	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation
1	1. iReady: more than 1 grade level below 2. Teacher recommendation 3. IST recommendation	Smaller Group (5-7) for moderate intensity Small Group (2-4) for high intensity Homework Intervention After-school assistance Saturday School	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation

Grade	Entrance Criteria	Service Options	Exit Criteria
2	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation	Summer School Support services may Apply	A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation
3	A. iReady: more than 1 grade level below B. Teacher recommendation C. IST recommendation		A. iReady: on-level (early, middle, late) B. Teacher Recommendation C. IST Recommendation

AIS in Grades 4-8

4-8 ELA

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (1 or more)
4	A. Grade 3 NYSE ELA: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation	Monitor (classroom teacher) Co-teaching model Universal Design of Learning Group (7-10) for low intensity Smaller Group (5-7) for moderate intensity	A. iReady: on-level (early, middle, late) B. Above median scale score NYS ELA 4 C. Teacher Recommendation D. IST Recommendation

5	A. Grade 4 NYSE ELA: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation	Small Group (2-4) for high intensity ALP – 7th and 8th Homework Intervention After-school assistance Saturday School Summer School Support services may Apply	A. iReady: on-level (early, middle, late) B. Above median scale score NYS ELA 5 C. Teacher Recommendation D. IST Recommendation
6	A. Grade 5 NYSE ELA: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation		A. iReady: on-level (early, middle, late) B. Above median scale score NYS ELA 6 C. Teacher Recommendation D. IST Recommendation
7	A. Grade 6 NYSE ELA: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation		A. iReady: on-level (early, middle, late) B. Above median scale score NYS ELA 7 C. Teacher Recommendation D. IST Recommendation
8	A. Grade 7 NYSE ELA: below median scale score B. iReady: more than 1 grade level below		A. iReady: on-level (early, middle, late) B. Above median scale score NYS ELA 8 C. Teacher Recommendation

			D. IST Recommendation
	C. Teacher recommendation D. IST recommendation		

Grade 4-8 Math

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (1 or more)
4	A. Grade 3 NYSE Math: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation	Monitor (classroom teacher) Co-teaching model Universal Design of Learning Group (7-10) for low intensity Smaller Group (5-7) for moderate intensity Small Group (2-4) for high intensity ALP – 7th and 8th Homework Intervention After-school assistance Saturday School Summer School Support services may	A. iReady: on-level (early, middle, late) B. Above median scale score NYS Math 4 C. Teacher Recommendation D. IST Recommendation
5	A. Grade 4 NYSE Math: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation		A. iReady: on-level (early, middle, late) B. Above median scale score NYS Math 5 C. Teacher Recommendation D. IST Recommendation

6	A. Grade 5 NYSE Math: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation	Apply	A. iReady: on-level (early, middle, late) B. Above median scale score NYS Math 6 C. Teacher Recommendation D. IST Recommendation
7	A. Grade 6 NYSE Math: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation		A. iReady: on-level (early, middle, late) B. Above median scale score NYS Math 7 C. Teacher Recommendation D. IST Recommendation
8	A. Grade 7 NYSE Math: below median scale score B. iReady: more than 1 grade level below C. Teacher recommendation D. IST recommendation		A. iReady: on-level (early, middle, late) B. Above median scale score NYS Math 8 C. Teacher Recommendation D. IST Recommendation

Grades 6-8 Social Studies and Science

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (must meet 2)
6	NYS SS Assessment Grade 5 Science Gr.4: score of 1 or 2 Teacher recommendation IST recommendation	Monitor Classroom Interventions Homework Intervention After-school assistance Saturday School Summer School Support services may apply	Performance on practice NYS Assessment Class grade >80 for two consecutive quarters Teacher/ Service provider recommendation IST recommendation
7	NYS SS Assessment Grade 5 Science Gr.4: score of 1 or 2 Failed grade 6 SS or Science Teacher recommendation IST recommendation		Class grade >80 for two consecutive quarters Successful completion of summer school Teacher recommendation IST recommendation
8	Failed grade 7 SS or Science At risk to fail Gr. 8 NYS Assessment Teacher recommendation IST recommendation		

AIS in Grades 9-12
Grades 9-12 ELA

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (must meet 2)
9	Grade 8 ELA: score of 1, 2 or low 3 Fountas & Pinnell: below level Z Teacher recommendation IST recommendation	Monitor (classroom teacher) Repeat class /monitor (grades 10-12) Co-teaching model After school assistance	Performance on practice ELA 8 F&P at level Z English grade >80 for 2 consecutive quarters Teacher recommendation Successful completion of summer school IST Recommendation
10	Grade 8 ELA: score of 1, 2 F&P< level Z Failed English 9 Teacher Recommendation	ALP-9 ALP-Plato Lab (7-10) for low intensity Lab – Smaller Group (5-7) for moderate intensity	Performance on practice ELA 8 F&P > level Z English grade >80 for two consecutive quarters Successful completion of summer school Teacher recommendation
11	Grade 8 ELA: score of 1, 2 F&P< level Z Failed English 10 Teacher recommendation	Small Group (2-4) for high intensity Saturday School Summer School Support services	Performance on practice ELA 8 F&P > level Z English grade >80 for two consecutive quarters English Regents > 65% Successful completion of summer school Teacher recommendation
12	Failed English 11 F&P< level Z English Regents <65% Teacher recommendation		F&P > level Z English grade >80 for two consecutive quarters Successful completion of summer school English Regents > 65% Teacher recommendation

Grades 9-12 Math

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (must meet 2)
9	Grade 8 Math: score of 1, 2 or low 3 Teacher recommendation IST recommendation	Monitor (classroom teacher) Repeat class/Monitor (grades 10-12) Co-teaching model After-school assistance	Performance on practice Math 8 Math grade >80 for 2 consecutive quarters Regents>65% Successful completion of summer school Teacher recommendation
10	Grade 8 Math: score of 1, 2 **OR** Failed Math 9 Algebra Regents <65% Teacher Recommendation	ALP-9 ALP-Plato Lab (7-10) for low intensity Lab – Smaller Group (5-7) for moderate intensity	Performance on practice Regents Math grade >80 for two consecutive quarters Regents > 65% Successful completion of summer school Teacher recommendation
11	Failed Math 10 Regents<65% Teacher recommendation	Small Group (2-4) for high intensity Saturday School Summer School Support services	Performance on practice Math Regents Math grade >80 for two consecutive quarters Regents > 65% Successful completion of summer school Teacher recommendation
12	At risk to not graduate due to math requirements Failed Math Failed Math Regents Teacher recommendation		Performance on practice Regents Math grade >80 for two consecutive quarters Regents > 65% Successful completion of summer school Teacher recommendation

Grade 9-12 Social Studies

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (must meet 2)
9	Grade 8 NYS score of 1, 2 Failed SS 8 Teacher recommendation	Monitor (classroom Teacher) Repeat class/monitor Co-teaching model	Class grade >70 for 2 consecutive quarters Successful completion of summer school
10	Failed Grade 9 SS Teacher Recommendation	Global Lab ALP – 9th grade ALP – Plato	Practice Regents >80% Regents > 65% Teacher recommendation
11	Failed Grade 10 SS Regents<65% Teacher Recommendation	Saturday School After-school assistance Summer School	
12	Failed Grade 11 SS Regents<65% Teacher Recommendation	Support services may apply	

Grade 9-12 Science

Grade	Entrance Criteria (must meet 2)	Service Options	Exit Criteria (must meet 2)
9	Grade 8 NYS score of 1, 2 Failed Science 8 Teacher recommendation	Monitor (classroom Teacher) Repeat class/monitor (gr. 10-12) Co-teaching model ALP – 9th grade ALP – Plato Saturday School After-school study group Summer School Support services may apply	Class grade >70 for 2 consecutive quarters Practice Regents >80 Regents >65% Successful completion of summer school Teacher recommendation
10	Failed Grade 9 Science Regents < 65% Teacher Recommendation		
11	Failed Grade 10 Science Regents<65% Teacher Recommendation		
12	At risk not to graduate due to Science requirement Regents<65% Teacher Recommendation		

AIS/RTI Tiers

Students at Tier 2 & 3 will receive AIS services. Students at Tier 1 will receive RTI services.

	AIS Services (Tier 2 and 3)	**RTI (Services Tier 1: Watch List)**
Location	Within General Education Setting OR Pull out services - individual or small group	Within General Education Setting - individual or small group
Frequency	Determined by Tier Level	Part of daily program within classroom setting
Data Collection	Ongoing	Ongoing

Determination of Tier Levels	
Reading Tier 3	**Math Tier 3**
1. Below Designated Median Scale Score on NYS ELA Testing (Grades 4 - 8; See Chart Below) 2. Two or more years below on Iready Diagnostic testing 3. One grade level below using F & P Instructional Levels (i.e. Looking at September's instructional of the prior year anything at or below) or Score of 40 or below on Benchmark Testing 4. Teacher Recommendation with at least 6 weeks of data to support 5. Kindergarten Screening	1. Below Designated Median Scale Score on NYS Math Testing (Grades 4 - 8; See Chart Below) 2. Two or more years below on Iready Diagnostic testing (Gr 1 - 8) 3. Score of 40 or below on Benchmark Testing 4. Teacher Recommendation with at least 6 weeks of data to support 5. Kindergarten Screening
Reading Tier 2	**Math Tier 2**
1. Below Designated Median Scale Score on NYS ELA Testing (Grades 4 - 8) 2. One or more years below on Iready Diagnostic 3. (GR 1-8) 4. F & P Half year or more below looking at instructional levels of the prior year or Score of 60 or below on Benchmark Testing 5. Teacher Recommendation with at least 6 weeks of data to support 6. Kindergarten Screening	1. Below Designated Median Scale Score on NYS Math Testing (Grades 4 - 8; See Chart Below) 2. One or more years below on Iready Diagnostic testing (Gr 1 - 8) 3. Score of 60 or below on Benchmark Testing 4. Teacher Recommendation with at least 6 weeks of data to support 5. Kindergarten Screening

Reading Tier 1 (Watch List)	Math Tier 1(Watch List)
1. Below Designated Median Scale Score on NYS ELA Testing (Grades 4 - 8) 2. Students who have transitioned out of AIS or CSE or ENL 3. Inconsistent performance in class and on state and diagnostic testing 4. Teacher recommendation with at least 6 weeks of data to support\ 5. Kindergarten Screening	1. Below Designated Median Scale Score on NYS Math Testing (Grades 4 - 8) but on grade level for I-Ready 2. Students who have transitioned out of AIS or CSE or ENL 3. Inconsistent performance in class and on benchmark and diagnostic testing 4. Teacher recommendation with at least 6 weeks of data to support 5. Kindergarten Screening

APPENDIX I
AIS Entry Letter To Parents

Date: _____

Dear Parent/Guardian:

Your child, _____, in grade _____ will be receiving Academic Intervention and/or Support Services. These services will be provided to assist your child to meet the New York State Learning Standards and to pass the New York State Assessments.

Selection of your child for these services is based on the following:

	Criteria	Level/Score
	NYS Assessment	
	Standardized Testing	
	Classroom Performance	
	Reading Level	
	Instructional Strategies Team Recommendation	
	Teacher Recommendation	

The Intervention Services to be provided to your child include:

Service	Frequency/Duration	Instructor

You will receive quarterly reports to apprise you or your child's progress, which will be monitored and assesses on an on-going basis. Our goal is to work with you and your child to assure that he/she meets all required learning standards and is not at risk of retention and/or failure to graduate on time.

Please feel free to contact me if you have any questions or would like more information about Academic Intervention Services.

Sincerely,

Building Principal

Appendix I
AIS Quarterly Letter

Date: _____

Dear Parent/Guardian of _____:

We have now completed the ____ quarter, During this past ten weeks, your child has received Academic Intervention Services in the area of _____.

After reviewing your child's progress, I would like to report to you that he/she:

_____   Demonstrates Competency

_____   Is Improving

_____   Needs to Improve

We encourage your involvement in the process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child with a quiet place to study and maintaining contact with your child's teacher.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

Building Principal

CC: AIS Coordinator
      Guidance

APPENDIX I: AIS Exit Letter

Date: _____

Dear Parent/Guardian of _____:

I am pleased to advise you that your child will no longer receive Academic Intervention and/or Support Services effective _____ in the area of _____.

This determination is based on your child's successful progress as assessed by the following:

	Criteria	Level/Score
	NYS Assessment	
	Standardized Testing	
	Classroom Performance	
	Reading Level	
	Instructional Strategies Team Recommendation	
	Teacher Recommendation	

Sincerely,

Building Principal

CC: AIS Coordinator
      Guidance