

Academic Intervention Services Plan

2024-2025



Hamburg Central School District

Hamburg, New York



District Academic Intervention Services (AIS) Team

District Office Administrators

Michael Cornell, Superintendent

Colleen Kaney, Assistant Superintendent of Student Services, Curriculum & Instruction

Brent Jordan, Assistant Superintendent of Technology & Information Services

Christine Ljunberg, Business Official

Jennifer Barker, Director of Pupil Services

Kaitlin Sylvester, Coordinator of Curriculum and Instruction

Building Administrators

Thomas Riddoch - Principal, Armor Elementary School

Nichole Lauer - Principal, Boston Valley Elementary School

Danielle Lango - Principal, Charlotte Avenue Elementary School

Molly Dehlinger - Principal, Union Pleasant Elementary School

Sue Wilson - Assistant Principal, Union Pleasant Elementary School

Tom Adams - Principal, Middle School

Jillian Meister- Assistant Principal, Middle School

John Crangle - Principal, High School

Rose Kowalski - Assistant Principal, High School

Molly Hanzly - Assistant Principal, High School

AIS Reading Teachers

Annette Kullman

Christina Gervase

Georgette Rush

Kathryn Gingerich

LeighAnn Shaffer

Mary Jo Rosa

Michele Montoro

Michelle Miodonski

Nora Oakley

AIS Math Teachers

Cindy Nordblum

Beth Knodel

John Borden

Jackie Rasulo

Nancy McGowan

Bridget Zygaj



Hamburg Central School District

Vision Statement

Education modern thinkers who create, care, solve and discover

Mission Statement

Engaging all students in learning experiences that inspire lifelong learning and empower each for their future.

Core Values

We:

- *Honor* every learner as a unique person and adapt to the needs of each
- *Inspire* the love of learning in every student
- Ensure that our schools are places of *innovative* teaching and active learning
- Are *proud* of our past and *committed* to our future
- Ensure that our schools are *safe, kind, and welcoming* so that we make every day a great day to be a *Hamburg Bulldog*





Academic Intervention Services

Academic Intervention Services are intended to assist students who are at risk of not achieving proficiency in the Common Core Learning Standards in English Language Arts and/or Mathematics, and the NYS Learning Standards in Social Studies and/or Science, who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

The elementary and intermediate NYS Assessments have four designated proficiency categories

- Level 1** Students performing at this level are well-below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practice embodied by the NYS P-12 Learning Standards that are considered insufficient for the expectations at this grade.

- Level 2** Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Learning Standards that are considered partial but insufficient for the expectations at this grade.

- Level 3** Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Learning Standards that are considered sufficient for the expectations at this grade.

- Level 4** Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS P-12 Learning Standards that are considered more than sufficient for the expectations at this grade



All students performing at or below a cut score established through a standard setting process shall be considered for AIS. The standards setting process shall be conducted by a panel of educators led by the Department that would meet to recommend the level of performance for grades 3-8 ELA and Mathematics assessments for which a student could be considered for AIS.

The following score ranges will be used:

(The District will update the plan to reflect score ranges from the 2023-2024 NYS Assessments once they are released by New York State.)

Scale Score Ranges Associated with Each English Language Arts Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
3	380-431	432-449	450-473	474-491
4	380-430	431-449	450-470	471-500
5	371-431	432-449	450-473	474-502
6	366-430	431-449	450-469	470-497
7	366-432	433-449	450-471	472-503
8	366-429	430-449	450-471	472-503

Scale Score Ranges Associated with Each Mathematics Performance Level

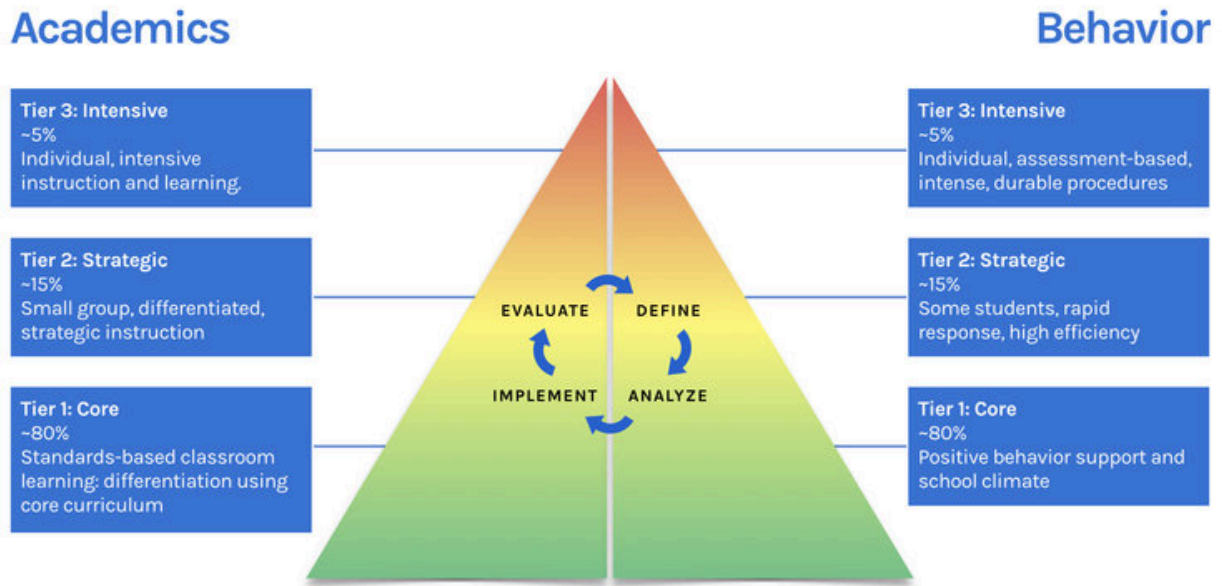
Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
3	377-423	424-449	450-486	487-501
4	378-430	431-449	450-485	486-507
5	381-431	432-449	450-482	483-506
6	388-430	431-449	450-484	485-513
7	379-429	430-449	450-476	477-509
8	379-435	436-449	450-481	482-514

The District shall identify students for AIS through a two-step process:

- First, all students performing at or below a cut score established through a standard setting process shall be considered for AIS.
- Upon identification of a student for consideration for AIS, the District will then use a District-developed procedure, to be applied uniformly at each grade level, to determine which students will receive AIS after the District considers a student's scores on multiple measures of student performance which may include, but not limited to, the following measures as determined by the District:
 - Renaissance/Star 360 assessments for early literacy, reading, and math
 - Developmental reading assessments for grades K-6
 - Classroom work samples
 - NYS English as a Second Language Achievement Test (NYSESLAT)
 - Benchmark and lesson-embedded assessments for reading and math based on teacher designed and selected assessments
 - Common formative assessments that provide information about student skills; unit and lesson assessments for ELA, mathematics, science, social studies and LOTE for grades 7-8; and
 - Results of psychoeducational evaluations based on a variety of assessments and inventories



The District maintains the option to make a determination that a student who scores above the cut score for eligibility for AIS may receive the service. This utilization of multiple measures, coupled with RTI (Response to Intervention), and discussions/evaluations, will inform the student plan. The following graphic outlines the continuum of RTI services and procedures. A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school.



In addition to academics, the plans may consider and address barriers to student progress including attendance problems, discipline problems, health and nutrition-related issues, family challenges, etc.

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address concerns affecting a student's school performance and to implement an intervention plan following the Response to Intervention (RTI) model. SST is a positive, success-oriented team which uses assessment and intervention techniques to help remove educational, behavioral, and/or social-emotional stumbling blocks for all students in the regular classroom.

At its core, the SST shifts the critical question in education from asking "What is wrong with the student?" to ask "What resources can we use to increase the students' chances for success?" SST answers this question through a team approach that provides for greater cohesiveness, coordination, and instructional continuity, and complements existing curriculum and instructional programs.

The SST meeting provides everyone an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's needs. Follow-up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success. The SST is an efficient and effective way to bring together all resources in the best interest of helping students reach their potential.



In direct response to federal and state mandated legislation, the SST is committed to supporting students and teachers through a strength-based, problem-solving approach using scientifically-supported interventions that are individualized to students.

The team may consist of the following individuals depending on the concern:

- Facilitator
- Classroom teacher(s)
- Special Education teacher
- Parent/Guardian
- School counselor and/or School Social Worker
- Principal and/or Assistant Principal
- School Psychologist
- Speech and Language, Occupational and/or Physical Therapist
- Case Manager
- Intervention Specialist
- Other (per individual student and area of need)



The following process is used uniformly throughout the District:

Student Support Team (SST) Flow Chart



6 weeks of interventions are attempted. After 4 weeks if little or no progress is made, notify SST Facilitator a referral will be submitted.

SST Initial Referral Form is completed and submitted to the building Principal with 6 weeks of interventions documented

Principal reviews and forwards to the SST Facilitator as appropriate.

SST Facilitator arranges a meeting with all relevant members

Meeting information is collected and prepared

Reminder to each team member made by SST Facilitator 1 day prior to meeting

Meeting is held and follow-up meeting is scheduled

SST Minutes are distributed to team members. The SST Facilitator/administrator follow-up with those involved in the action plan.

Follow-up SSTs are held as necessary



Appendix

Parent Notification

- Sample Parent Notification for Services
- Sample Parent Notification for Discontinuation

**As of September 2021 all AIS Progress Reports are completed and shared through the [Parent Portal](#). Directions for accessing the Parent Portal can be found [here](#).*