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**THREE VILLAGE CENTRAL SCHOOL DISTRICT
SETAUKET, NEW YORK**

BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: August 24, 2016 **DATE MATERIALS SUBMITTED:** August 19, 2016

OFFICE OF ORIGIN: Educational Services **CATEGORY OF ITEM:** Action

TITLE: RESPONSE TO INTERVENTION/ACADEMIC INTERVENTION SERVICES PLAN

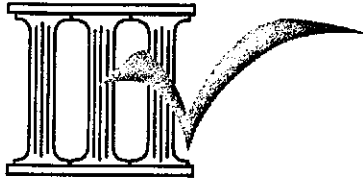
STAFF RECOMMENDATIONS:

Accept the report.

BACKGROUND RATIONALE:

In accordance with the Reauthorization of the Individuals with Disabilities Act – 2004 and Part 100.2 (ii) of the Commissioner’s Regulations, school districts are required to develop plans, policies, and procedures to ensure that students who fail to make adequate progress in reading and/or math do not do so because they have received inadequate or insufficient instruction in the general education program before the district initiates steps to request evaluations through the Committee on Special Education. This mandate is referred to as Response to Intervention (RtI).

NOT AN OFFICIAL RECORD; SUBJECT TO CHANGE



THREE VILLAGE CENTRAL SCHOOL DISTRICT

Response to Intervention/Academic Intervention Plan

Revised August 2016

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INTRODUCTION

The Board of Education (BOE Policy 4325) recognizes a relationship between Academic Intervention and Response to Intervention. The District's Response to Intervention program includes appropriate instruction, universal screenings, targeted intervention, assessments, application of information to make education decisions, and written notification to parents. The District's Response to Intervention program meets the requirements for English language arts (ELA) and math in Kindergarten through Grade Eight and will be used in lieu of AIS (8 NYCRR 100.2 (ee) (7)).

The Three Village Academic Intervention Plan provides guidelines and support for literacy grades 9 through 12; mathematics guidelines and support in grades Kindergarten through 12; and science guidelines and support in grades 4 through 12.

RESPONSE TO INTERVENTION DEFINITION

New York State defines RTI as a "multi-tiered problem solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention."

ACADEMIC INTERVENTION SERVICES DEFINITION

Academic intervention services (AIS) is defined as additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assists students in meeting the New York State learning standards. These services are intended to assist students who are identified to be at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments. The AIS plan addresses all barriers to student academic progress, both in the instructional as well as non-instructional areas. Thus the plan also includes services in areas such as guidance, counseling, attendance, and study skills that are needed to support improved academic performance and serve to reduce the barriers to academic progress.

RESPONSE TO INTERVENTION PURPOSE

Response to Intervention's purpose is to provide a process for school based teams to design, implement and evaluate educational interventions to meet the needs of diverse learners.

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse

needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

Response to Intervention Framework

The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must

select and define the specific structure and components of its RtI program, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *"Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."*

[8 NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematic abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RESPONSE TO INTERVENTION OVERVIEW

The Three Village CSD provides RtI to all students in literacy Kindergarten through sixth grade. Response to Intervention is the practice of providing in the general education setting high-quality instruction and intervention matched to student need and using

learning rate over time and level of performance to make informed instructional decisions. Faculty and staff monitor student progress frequently to make decisions about changes in instruction and goals. RTI utilizes scientifically researched-based interventions. Data is collected over time for all students. This data is used to drive instruction for diverse learners. Decisions in RTI processes are made based on student data from multiple sources.

RESPONSE TO INTERVENTION OBJECTIVES

- data-driven through the use of universal screenings
- uses researched-based instruction, interventions and behavioral supports
- uses progress monitoring that is systematic in instruction and includes:
 - increasing levels of intervention
 - regular evaluation of methods of instruction
 - interventions that change based on the student's response to the interventions

ACADEMIC INTERVENTION SERVICES OVERVIEW

AIS is provided in English language arts (ELA) in grades K – 12 and mathematics in grades K-12 and social studies and science in grades 5-12. All schools have either an Instructional Support Team (IST) or Response to Intervention Team (RtI) or a combination of both that includes a building administrator, school psychologist, social worker, special education instructional support teacher (where applicable), referring teacher, and support personnel as needed. Based on multiple measures, the team determines the intensity and frequency of AIS services which best meet the needs of each identified student.

The RtI/AIS coordinator will be the Special Education Instructional Support Teacher (SEIST) at each elementary school, the assistant principal at each junior high school, and a designated assistant principal at the high school.

The responsibilities of the RtI/AIS coordinator in concert with the building principal (or designee):

- Communicates RtI/AIS recommendations to the building principal
- Reviews quarterly the progress of students receiving RtI/AIS
- Ensures that record keeping is maintained including AIS information on Infinite Campus
- Ensures that parental notification is provided
- Ensures that students who have scores indicating a need for RtI/AIS services are assigned the appropriate services by the IST or RtI Team.

Student review includes:

- A focus on the provision of support and assistance to the teacher and student within the classroom environment
- Identification and summary of teacher and/or parent concerns
- A framework for a discussion of appropriate interventions
- Structure of intervention/support plan for each student
- Determination of the duration of intervention according to AIS criteria

- Determination of the assessment of success of the intervention in accordance with AIS criteria
- Reporting all recommendations to the building principal who implements the required notification process for AIS as noted in the plan

Eligibility for AIS:

- All new entrants are screened and/or records reviewed to determine if they need academic intervention support services.
- Students in grades K-3 may be eligible for AIS based on their classroom performance, observations and assessments for math services
- Students in grades 4-6 may be eligible for AIS if they score below state provided median score in Level 2 or below on NYS assessments in ELA, mathematics, and science. In addition, students are eligible based on test levels, class performance, observations, and assessments.
- Students in grades 7-12 may be eligible for AIS if they score below state criteria on NYS assessments and Regents in English language arts (ELA), mathematics, science, social studies. In addition, students are eligible based on class performance, observations, and assessments
- See charts for details.

Student support services:

Student support services are interventions that address barriers to student progress. Possible barriers to academic progress that student services address include, but are not limited to:

- Attendance problems
- Discipline problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues
- Social/emotional issues

Funding Sources - Federal, state and local funding is used to support AIS. This includes Title I, IIa, and V funds.

Parent Notification and Involvement

The building AIS coordinator ensures that the parent and/or guardian is notified in writing by the principal of the school that the student attends that their child will be receiving AIS. This notification is provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The commencement of services notification includes:

- The reason the student needs such services
- A summary of the services to be provided to the student

Parents are notified in writing of the ending of the academic intervention services. Such notices are provided in English and translated when appropriate. (See attached for a sample.)

Parents of the students receiving academic intervention services are provided ongoing communication with school personnel.

- Opportunities are provided, at least once a semester, to meet with their child's regular teacher and any other personnel providing AIS services.
- Reports on student progress are provided quarterly.

Monitoring and Review of Plan

The process of monitoring student progress is ongoing. The building principal, in concert with the school RtI Committee, is responsible for monitoring the progress of the students in the building.

The Instructional Consultant reviews quarterly the progress of all students who receive AIS services.

The district academic intervention services plan is reviewed bi-annually.

Record-keeping

The building AIS coordinator ensures that the following information is maintained:

- A record of the student's performance on state assessments. Scores on local assessments used to determine eligibility for AIS are also kept on file
- Documentation of specific AIS provided and dates student received this service
- A copy of the parent notification that a child is in need of academic intervention services and when these services will be offered
- A copy of the letter to the parents that indicates that their child is no longer in need of these services

ESSENTIAL COMPONENTS OF Response to Intervention

Multi Tiered Model

This model provides a proactive process that examines the performance of students in relation to established benchmarks. It ensures prevention as well as remediation. It provides for whole group instruction, small group instruction and/or individualized instruction based on student need. RtI is based on the assumption that most students will respond to general education curriculum and instructional practices without any additional supports. It also supports those who will need supplemental and/or intensive levels of instruction to make benchmark goals.

Three Village RtI Model

TIER 3

CI +
Intensive,
Targeted
Research-Based
Interventions
1-5%

Reading Specialists
Support Staff

Individual or Small Groups,
Progress Monitoring
Weekly

120 minutes per week, in
addition to small group
classroom based
instruction

TIER 2

Core Instruction +
Targeted Researched-Based Interventions
5 to 10% of all students

Reading Specialists, Classroom Teacher
Pull-out, Push-in, or within classroom setting
Progress Monitoring every 2 weeks

Minimum 60 minutes – Maximum 135 minutes/week,
in addition to small group classroom-based instruction

TIER 1

School-Wide Interventions
80 – 90 % of all students

General Ed Teacher within the classroom
Universal Screening and Strategic Monitoring

*CORE – Balanced Literacy Program
Foundations© in Grades K-2, Go Math© in Grades K-6, Lucy Calkins Writing
Units of Study K-6, Guided Reading, Small Group Instruction*

Interventions

- *Leveled Literacy Instruction*
- *Read 180 (JHS)*
- *Wilson*
- *Foundations – Double Dose*
- *My Sidewalks on Reading Street*
- *Reading Assistant*
- *Just Words*
- *Making Connections*

Team Approach

Teams consist of those who directly impact the success of the student. The School RtI Leadership Team is comprised of the Principal, the Lead Reading Teacher, and the Special Education Instructional Support Teacher. Teams may include but not limited to: the teacher, the parents/guardians, support staff such as: AIS, reading teacher, related service providers such as: speech, occupational and physical therapists, nurse, social worker, school psychologist, and special area teachers.

1. Review of Building RtI Team Leaders Responsibilities:
 - Ability and willingness to answer questions and provide support
 - Disseminating information to staff
 - Aid in training, testing, event coordination, data meetings, planning, etc.
 - Knowledgeable in the administration of AIMSweb, and the District RtI Implementation Plan
 - Obtain quality data, creating well-run RtI teams
 - Coaching staff through the steps toward successful implementation and integration of AIMSweb on the building level
 - Manages subscription at the building level to manipulate data and settings

Problem Solving Method

The School RtI Team will apply a problem-solving method that makes data-based decisions to determine whether a student should move from one tier to another tier. The RtI Team uses data to answer four questions associated with this model:

1. What is the problem?
 - Identify the concern – what is the skill deficit and where does it occur (large or small group or individual)
 - Use assessment to identify the specific skill deficit
 - Define academic or behavior in measurable terms
2. What is happening?
 - Determine root cause (why the problem is occurring)
 - Construct a hypothesis or problem statement
3. What should be done about it?
 - Generate possible solutions
 - Collect and analyze baseline data
 - Set a goal that is measurable Goal Setting
 - Set only a few
 - Ensure goals are measurable (e.g. Reading: In (#) weeks, (Student name) will read (#) words correctly in 1 minute from randomly selected Grade (#) passages)
 - Logical
 - All staff should understand the goal

- Understand why and how the goal was set,
 - How long to attain the goal
 - Know what the student is expected to do when the goal is met.
- Write a plan that is action oriented (who, what, where and when)
 - Decide how the plan will be measured
 - Decide the treatment, program and/or instructional strategies to be used
 - Decide how it will be determined if the plan was effective
 - Implement the plan with fidelity
4. Did it work?
- Evaluate
 - Analyze the data
 - Review the rate of progress and size of discrepancy to determine the effectiveness of the plan
 - Revise interventions as deemed necessary

Integrated Data Collection/Assessment System

RtI is dependent on the collection/analysis of a wide range of data in order to develop effective intervention plans. Examples of the data may include but are not limited to:

AIMSweb Data – R-CBM, MAZE

Attendance Data – offers critical information on both excused and unexcused absences as well as tardiness

Behavioral Logs – provide data collected on specific targeted behaviors over time

Classroom Observation - provides valuable information, not only on how the student responds to instruction, but also on the effectiveness of the “match” between the curriculum/instruction and student learning style

Classroom Work Samples – are actual samples of students’ work

Disciplinary Referrals – help determine the extent to which classroom learning is being affected by disciplinary conduct

Curriculum-Based Measurement (CBM) – is a standardized procedure of tracking and recording student progress in a specific area, using brief and simple tests called “probes”

Informal Assessments – provide information that can have a diagnostic value

Literacy Folder – use of literacy benchmark assessments and portfolio of student’s work

Observation Survey of Early Literacy Achievement (Clay, 2002, 2005) provides a systematic way of capturing early reading and writing behaviors using six literacy tasks:

Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words and Text Reading (benchmark or running record)

Report Cards – provide teacher rating of student progress toward learning standards

SRI – Scholastic Reading Inventory

Running Records - an assessment tool used to monitor and analyze a student's reading process by recording the reader's oral reading exactly as it is performed

Schlagel Spelling Assessment A qualitative spelling inventory based on grade level (Schlagel, 1989) **Screening Data** – provide general information on student skills/abilities

Standardized Test Results – provide valuable comparative data district, state-wide or national level. Some tests measure achievement, while other are more diagnostic

Teacher/Parent/Student Rating Scales – assist in the measurements of areas that are not easy to assess through the use of tests, such as attitude, behavior, interests, etc.

TOWE – Test of Written Expression

Woodcock

Writing Assessments – use of writing portfolio assessments

RESPONSE TO INTERVENTION ASSESSMENT & MEASUREMENTS

The data drives the instruction that is provided to a student.

Universal Screenings - provided to all students three times per year (fall, winter, and spring) to identify those students who are making the expected general education progress and to assess the effectiveness of the core curriculum. Universal Screening is conducted by the classroom teacher and Reading Specialist for students receiving Academic Intervention Services.

	K	1	2	3	4	5	6	7	8
LNF	F, W, S	Fall							
LSF	F, W, S	Fall							
NWF	W, S	F, W, S*							
PSF	W, S	F, W, S*							
R-CBM		W, S	F, W, S	F, W, S	F, W, S				
R-MAZE				F, W, S	F, W, S				
SRI						F, W, S	F, W, S	F, W, S	F, W, S

* For Tier 2 and Tier 3 students only

AIMSweb:

LNF – Letter Naming Fluency LSF – Letter Sound Fluency NWF – Nonsense Word Fluency

PSF – Phoneme Segmentation Fluency R-CBM – Reading Curriculum Base Measurement

R-MAZE – Reading (Cloze Probe for Comprehension)

SRI – Scholastic Reading Inventory

Three Village Universal Screening Window (On or around):

- o Fall: First full two weeks of school
- o Winter: January 18th through February 1st)
- o Spring: First 2 weeks of June

Diagnostic Testing – identifies what specific instruction students need who are not making the expected progress. It is recommended that diagnostic testing, such as the Woodcock, be administered to make informed instructional decisions for Tier 3 students.

LITERACY BENCHMARK EXPECTATIONS (K-6)

	K	1	2	3	4	5	6
Name	F						
Letter ID	F						
Benchmark	F, S	S	S	S	S	S	W
Writing	W,S	F,W,S	F,W,S	F,W,S	F,W,S	F,W,S	F,W,S

Three Village Literacy Benchmarking:

Kindergarten through 5 – conducted in September

Grade 6 – conducted in March prior to second trimester

Progress Monitoring – (Strategic or Progress as defined by AIMSweb) determines whether or not the instruction is working.

- Survey Level Assessment – assess extent of academic deficit
 - Below 25%ile for whom “core instruction” has not entirely met their needs
 - Norm-referenced Goal Setting: The score at which at-risk student's potential performance would be considered “average” compared to peers. (~25+ percentile)
 - If the local “average range” is at an unacceptable performance level, we must improve our “core” curriculum.
 - Rate of Improvement (ROI) Method
 - i. Realistic
 - ii. What do norms indicated about “good” growth rates
 - iii. Aggregate and Local Norms growth rate (national vs. local)
- Strategic Monitoring - once a month by RtI/AIS providers, Classroom Teachers for selected students
- Progress Intensive – varies but at least once every two weeks AIS providers, Special Educators

Universal Screening Review Protocols

Schedule

- Complete district developed forms (see samples attached) for establishing the meeting schedule and communicating it to staff
- Schedule two days of meetings with individual classroom teachers, immediately following Universal Screening period to discuss student performance (see sample calendar attached)
- Utilize two substitutes to successfully maintain the established meeting schedule
- Consider splitting the building RTI committee into 2 committees that run simultaneously, utilizing the expertise of the building Principal, Assistant Principal, Special Education Instructional Support Teacher, and/or Lead Reading Teacher to facilitate the meetings
- Use the rainbow chart to ask the question of each classroom teacher:

Questions to Ask

What are your concerns in the area of reading for your students who are:

Well above average?

Above average?

Average?

Below average?

Well below average?

Discussion

- Discuss in depth students who are being Progress Monitored and not showing evidence of any progress and appropriate program interventions:
 - Determine the student's skill deficit(s) from the following:
 - Phonemic awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- Postpone discussion of students who are being Progress Monitored and making adequate progress based upon their Rate of Improvement (ROI) to their Progress Review meeting date
- Review of the PM data should take place at 10-week intervals to determine effectiveness of the intervention

Three Village CSD

Response to Intervention/Academic Intervention Services Plan Humanities: Grades 7-12

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
			Entry Assessment	Entry Criteria	
All grades/subjects	Entry Assessment	Entry Criteria	Type	Frequency/Intensity	Report Card +
7	NYS Grade 6 ELA	Annual State provided median P.L. 2 or below	Literacy workshop →	Every other day in the two-day cycle	NYS Grade 7 ELA
	IRL* SRI	X or below Below 900L	Before/after school ELA Prep Academy → Progress Monitoring →	2x/wk. minimum 10 sessions Quarterly	P.L. 3 or above SRI 1000L+ Eng./S.S. Final grades Teacher Recommendation
8	NYS Grade 7 ELA	Annual State provided median P.L. 2 or below	Literacy workshop →	Every other day in the two-day cycle	NYS Grade 8 ELA
	SRI English and social studies final grades	Below 1000L IST referral supported with artifacts	Before/after School → ELA Prep academy Progress monitoring →	2x/wk. minimum 10 sessions Quarterly	P.L. 3 or above SRI 1050L+ English/SS final grades Teacher recommendation
9	NYS Grade 8 ELA	Annual State provided median P.L. 2 or below	Literacy workshop →	Every other day in the two-day cycle	English/SS final grades SRI 1050L+
	SRI English/SS final grades	Below 1030L IST referral supported with artifacts	Progress monitoring →	Quarterly	Teacher recommendation

Key = P/L = Performance Level
IST = Instructional Support Team

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria Report Card +
			Type	Frequency/Intensity	
All grades/subjects	Entry Assessment	Entry Criteria			
10	<ul style="list-style-type: none"> ◆ English and social studies final grades ◆ Literacy teacher Assessment ◆ English final exam 	<p>69 English and/or global final grade</p> <p>IST ref. supported w artifacts</p>	<p>Reading and Writing – integrated with Global History</p> <p>After school academic and summer regents prep programs</p>	Alternate day cycle up to 5 X per week	Pass Global History Regents/RCT – 65 and 70 or better in English and Global History
11	<ul style="list-style-type: none"> ◆ Global History Regents, RCT ◆ English final grade ◆ Global History final grade ◆ R/W teacher assessment 	<p>Global Regents/RCT below 70 Course Failure</p> <p>Fail English final exam</p> <p>IST referral supported artifacts</p>	<p>Reading and Writing</p> <p>Global History support class</p> <p>After school and summer Regents Academy</p>	Every Day	<p>Pass English Regents /RCT (65)</p> <p>Pass US History Regents</p> <p>Pass Global History Regents/RCT (65)</p> <p>Passes English</p>
12	<ul style="list-style-type: none"> ◆ English 11 Regents/RCT ◆ US History Regents/RCT ◆ Global History Regents/RCT 	<p>English Regents/RCT below 65 and failed course or below 55 on Regents</p> <p>US Regents/RCT below 65 and failed course or below 55 on Regents</p>	<p>Reading and Writing Portfolio workshop</p> <p>US History support class</p> <p>Global History support class</p> <p>After school academic & summer Regents academy</p>	Every Day	<p>Pass English Regents/RCT (65)</p> <p>Pass US History Regents/RCT (65)</p> <p>Pass Global History Regents/RCT (65)</p>

Key = P/L = Performance Level
IST = Instructional Support Team

Academic Intervention Services Plan Mathematics: Grades K-6

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
All grades/ subjects	Teacher Evaluation	Teacher Referral			Report Card +
K	<ul style="list-style-type: none"> ◆ iReady universal math screening 	30%ile and below IST referral supported with artifacts	Math AIS Extra Help (K-12) Increased Classroom support Multi-sensory support	Up to 3 X per week	Class Performance iReady universal math screening
1	<ul style="list-style-type: none"> ◆ iReady universal math screening ◆ Report Card 	30%ile and below IST referral supported with artifacts	Math AIS Extra Help (K-12) Increased class/small group support	30 minutes 3 X per week (90 min total)	Class Performance iReady universal math screening
2	<ul style="list-style-type: none"> ◆ iReady universal math screening ◆ Report Card 	30%ile and below IST referral supported with artifacts	Math AIS Extra Help (K-12) Increased class/small group support	30 minutes 3 X per week (90 min total)	Class Performance iReady universal math screening
3	<ul style="list-style-type: none"> ◆ iReady universal math screening ◆ Report Card 	30%ile and below IST referral supported with artifacts	Math AIS Extra Help (K-12) Increased class/small group support	2-3 X per week (90 min total)	Class Performance NYS Math 3 Assessment P/ L 3 or above iReady universal math screening

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria Report Card +
			Type	Frequency/ Intensity	
4	◆ iReady universal math screening	30%ile and below	Math AIS	2-3 X per week (90 min total)	NYS Math 4 Assessment P/ L 3 or above iReady universal math screening
	◆ Report Card	IST referral supported with artifacts	Extra Help (K-12)		
	◆ NYS Math 3 Assessment	Annual State provided median P.L. 2 or below	Increased class/small group support		
5	◆ NYS Math 4 Assessment	Annual State provided median P.L. 2 or below	Math AIS	2-3 X per week (90 min total)	Level 3 on NYS Math 4 NYS Math 5 Assessment P/ L 3 or above iReady universal math screening
	◆ iReady universal math screening	IST referral supported with artifacts	Monitor		
	◆ Report Card		Increased class/small group support Extra help		
6	◆ NYS Math 5 Assessment	Annual State provided median P.L. 2 or below	Math AIS	2-3 X per week (90 min total)	NYS Math 6 Assessment P/ L 3 or above iReady universal math screening
	◆ iReady universal math screening	IST referral supported with artifacts	Increased class/small group support		
	◆ Report Card		Extra help		

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria
			Type	Frequency/Intensity	
All grades/subjects	Teacher Evaluation	Teacher Referral			Report Card +
7	<ul style="list-style-type: none"> ◆ District 6th Gr. Placement Exam ◆ NYS Math 6 Assessment ◆ iReady universal math screening 	<ul style="list-style-type: none"> - District 6th gr. placement exam score based on district mean - Review of state scores once received - Teacher recommendation & report card grade 	Every other day (inside or outside instructional day) AIS Support	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form	<ul style="list-style-type: none"> - 7th grade State assessment exam raw data scale score TBD or Performance Level 3 or 4. Exit letters sent before end of school in June - Teacher recommendation and/or report card grade may also be used for placement out of math lab. Continue monitoring procedure.
8	<ul style="list-style-type: none"> ◆ NYS Math 7 Assessment 	<ul style="list-style-type: none"> Review of state scores once received. Scale score TBD/Performance Level 1 or 2. ◆ Teacher recommendation & report card grade 	Every other day (inside or outside instructional day)	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form.	<ul style="list-style-type: none"> - 8th gr. State assessment exam raw data scale score TBD or Performance Level 3 or 4. Exit letters sent before end of school in June - Teacher recommendation and/or report card grade may also be used for placement out of math lab. Continue monitoring procedure.

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria
All grades/subjects	Teacher Evaluation	Teacher Referral	Type	Frequency/Intensity	Report Card +
9	♦ NYS Math 8 Assessment	- Review of state scores once received. Scale score TBD/Performance Level 1 or 2. - Teacher recommendation /report card grade	Every other day (inside or outside instructional day)	At the end of each marking period, AIS instructor will use portal and teacher feedback to record student performance on AIS Math Monitoring Form.	- Final average in Algebra course <75, student placed in 10th gr. Geometry w/every other day lab. - Final average in Integrated Algebra course \geq . Exit letters sent in June. -Performance in 9 th grade and each year prior.

Key = P/L = Performance Level
IST = Instructional Support Team

*AIS class should be held consecutively with math class and taught by the same teacher.

Academic Intervention Services Plan Mathematics: Commencement Grades 10-12

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
All grades/subjects	Teacher evaluation	Teacher referral	Type	Frequency/Intensity	
10-12	♦ Algebra Regents exam	Below 65 on Regents	Extended Mathematics 2 program or one year program with LAB	January/June Regents prep	Pass Integrated Algebra

Academic Intervention Services Plan Science: Intermediate Grades 5-8

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/Intensity	
5	♦ NYS Science 4 Test	P/L 2 or below	Literacy/Math support	Minimum of 90 minutes per week	NYS Grade 5 Assessment ELA/Math P/L 3 or above IST recommendation with artifacts
	♦ Report card grade	Teacher referral supported with artifacts			
6	♦ NYS Gr 5 ELA/Math Assessment	P/L 2 or below	Literacy/Math support	Minimum of 90 minutes per week	IST recommendation supported with artifacts
	♦ Report card grade	Teacher referral supported with artifacts			
7	♦ Report card grade	Teacher referral supported with artifacts	AIS Science Lab	Alternate Days	Passing report card grade
8	♦ Science 7 Final Grade	Teacher referral supported with artifacts	AIS Science Lab	Alternate Day	Level 3 or above on grade 8 Intermediate Science Assessment

Key: P/L = Performance Level

**Three Village CSD
Academic Intervention Services Plan
Science: Commencement Grades 9-12**

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/Intensity	
9	◆ NYS Gr 8 Science assessments	P/L 2 or below	AIS Science Lab	Alternate Day	Pass Earth Science Regents exam /RCT : 65 or above
	◆ Science 8 Final Grade	Teacher recommendation supported with artifacts		Alternate Day	
10	◆ Earth Science course and Regents	Below 55R Pass course 55 – 64 R	L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure	As needed	Pass Regents (65)
	◆ Earth Science course and Regents	Pass course Fail Regents	L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure	As Needed As Needed	
	◆ Earth Science course and Regents	Fail course	L.I. Geology with Earth Science tutorial and second semester tutorial if January Earth Science Regents failure	As Needed As Needed	

11-12	◆ Biology Regents	Pass course Fail Regents	Biology tutorial AIS	2 X as needed	Pass Regents (65)
	◆ Biology Regents	Fail course Fail Regents (55-64)	Biology tutorial AIS or Repeat course	2 X per week 7 X per week	
	◆ Biology Regents	Fail course Below 55 R	Repeat course	7 X per week	

2015-16 Scale Scores

Students who score below the median score between level 2 and level 3 (see shaded columns in tables below) are identified as eligible for AIS.

Grades 3-8 ELA Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300

Grades 3-8 Mathematics Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

Response to
Intervention
and
Academic Intervention
Services
Forms, Letters, and
Tables

Table: Elements of the Three Village Three-Tier RtI Model

The following table outlines the essential features of the Three Village three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. A student must meet the benchmark two consecutive times to move to a less intensive Tier.

Elements	Tier 1 Core Curriculum And Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (suggested 3-5 students)	Individualized or small group instruction (suggested 1-2 students)
Mastery requirements of content	<p>Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring</p> <p><i>Above the 25 percentile National Norms (AIMSweb)</i></p> <p><i>National Norms for SRI</i></p>	<p>Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring</p> <p><i>5th to 25th percentile National Norms (AIMSweb and SRI)</i></p> <p><i>Level 2 from Three Village CSD Instructional Level Expectations for Reading</i></p>	<p>Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.</p> <p><i>Below 5th percentile National Norms (AIMSweb and SRI)</i></p> <p><i>Level 1 from Three Village CSD Instructional Level Expectations for Reading</i></p>
Type of Instruction and/or Intervention	<p>Core Curriculum</p> <ul style="list-style-type: none"> ▪ Guided Reading ▪ Differentiated Instruction ▪ Extra Help ▪ Informal Consultation with specialists ▪ Foundations (K-2) 	<p>Core + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits:</p> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonics ▪ Fluency ▪ Comprehension ▪ Vocabulary 	<p>Core + intensive intervention (in addition to Tier 1 and Tier II interventions) prescribed to the following deficits:</p> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonics ▪ Fluency ▪ Comprehension ▪ Vocabulary

Table: Elements of the Three Village Three-Tier RtI Model

The following table outlines the essential features of the Three Village three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. A student must meet the benchmark two consecutive times to move to a less intensive Tier.

Elements	Tier 1 Core Curriculum And Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Frequency of progress monitoring	AIMweb/Scholastic Reading Inventory Screening measures three times per year Literacy Benchmarks	Every two weeks using CBMs or a combination of using SRI and Running Records, Wilson or LLI	Weekly using CBMs or a combination of using SRI and Running Records, Wilson or LLI
Frequency of intervention provided	Per school schedule	Three times per week for a minimum of 60 minutes per week, but no more than 135	A minimum of 120 minutes per week
Duration of intervention	School year	Review prior to trimesters to determine need for continuation or adjustment to program	Review prior to trimesters to determine need for continuation or adjustment to program
Parent Notification	Classroom teacher ensures parent communication	Parent Notification Letter	Parent Notification Letter
Data Collection	<ul style="list-style-type: none"> • AIMSweb Universal Screening (K-4) • Scholastic Reading Inventory Universal Screening (5-8) • F & P Benchmark Data • Strategic Monitoring • Building RtI Team reviews data on all students 	<ul style="list-style-type: none"> • AIMSweb Universal Screening (K-4) • Scholastic Reading Inventory Universal Screening (5-8) • F & P Benchmark Data • Progress Monitoring • Building RtI Team reviews data on all students 	<ul style="list-style-type: none"> • AIMSweb Universal Screening (K-4) • Scholastic Reading Inventory Universal Screening (5-8) • F & P Benchmark Data • Progress Monitoring • Building RtI Team reviews data on all students

Frequency and Duration of Small group Reading Instruction (on average)

Grade Level	Duration	Frequency of Below Grade Level Groups	Frequency of On Grade Level Groups	Frequency of Above Grade Level Groups
K-1	15-20 Minutes	4-5 times per week	3 times per week	2-3 times per week
2-3	20-30 Minutes	3 times per week	2 times per week	1-2 times per week
4-6	20-30 Minutes	2-3 times per week	2 times per week	1-2 times per week
7-8	40 Minutes	Alternating days	Alternating days	Alternating days

Please note: Students who are receiving intervention services with a specialist must still receive small group classroom based intervention as outlined above.



Rtl Action Plan - Elementary

Student Name:	Student's first referral this year: <input type="checkbox"/> Yes <input type="checkbox"/> No
Referred by: I	Previous Meeting Dates:
Today's Meeting Date:	School:

Notes:

Intervention/Action	Person Responsible	Target Date/ Follow-Up	Follow-up Intervention Check
			This step took place: Yes <input type="checkbox"/> No <input type="checkbox"/> Adequate progress noted: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
			This step took place: Yes <input type="checkbox"/> No <input type="checkbox"/> Adequate progress noted: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

Parent Notification Letter of Response to Intervention Services - Elementary

Dear Parent or Guardian of _____:

The goal of Rtl is to help ensure academic success for all of our students. Rtl is a school-based process by which students are regularly screened and monitored to assess if they are responding to classroom instruction and progressing as expected. This service supports our goal to properly prepare students to meet the New York State Common Core Learning Standards in Literacy. All students are Universally Screened three times a year in grades Kindergarten through six. Using the results of the screening, grade level literacy benchmarks, NYS Assessments and classroom performance, your child will be placed in the appropriate tier.

Previous Tier:

Current Tier:

___ Tier 1 – Classroom based instruction

___ Tier 2 – Classroom based intervention with targeted instruction and progress monitoring

___ Tier 2 – Literacy Center based intervention with targeted instruction and progress monitoring

___ Tier 3 – Literacy Center based intervention for students not adequately progressing in Tier 2 services:
A more intense and/or frequent intervention service is provided, often with specialized programs or materials. Progress monitoring will continue.

Instructor's Name(s):

Frequency:

We will use a variety of strategies to increase your child's rate of learning. Ongoing progress monitoring will help determine the specific level of interventions and the need to continue or terminate these services. If you have any questions, please call the Reading Department at 730-4300.

According to NYS Commissioner Regulations, parents have the right to request an evaluation for special education programs and/or services (8 NYCRR section 100.2 (ii)).

Sincerely,

Building Principal

According to NYS Commissioner Regulations, parents have the right to request an evaluation for special education programs and/or services. [8 NYCRR section 100.2(ii)]

**Parent Notification Increase in RtI Services and to Administer the
Woodcock Reading Mastery Test - Elementary**

Dear Parent or Guardian of _____:

Throughout the school year, assessments are given to all students as part of our district Response to Intervention Plan. Sometimes additional information is needed for individual students. We plan to administer the Woodcock Reading Mastery Test to your child. The results will be used to identify specific strengths and weaknesses in reading in order to plan for targeted instruction.

We are requesting your consent in order to administer this assessment. The results will be shared with you.

Sincerely,

Reading Teacher

Please complete, sign and return the portion below at your earliest convenience.

_____ I give consent for assessment

_____ I do not give consent for assessment

Parent/Guardian (print name)

Signature

Date

According to NYS Commissioner Regulations, parents have the right to request an evaluation for special education programs and/or services. [8 NYCRR section 100.2(ii)]

**Parent Notification Letter for AIS in Math, Science, or Social Studies:
(Elementary Sample)**

Dear Parent/Guardian Name,

Please be advised that your child must satisfactorily meet the NYS standards in mathematics, and science. These learning standards will be assessed at various grade levels during your child's elementary education.

The NYS Education Department mandates schools to provide Academic Intervention Services (AIS) to all students who score at or below the annually State provided median score in Level 2 or below.

_____ (child's name) has been identified as a student in need of AIS in the area(s) of _____ based upon performance on the following tests:

Test Name	Check appropriate box(s) (✓)
District Math Assessment	
NYS Math	
NYS Science	
Standardized Assessment list:	
Report Card	

The service(s) which will be provided are:

List types of services _____
 Frequency _____
 Times _____
 Locations _____
 Instructor's Name(s) _____

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will meet NYS learning standards. Progress reports will be sent home quarterly and will be available on the parent portal.

If you have any questions please call the AIS instructor at _____

Sincerely,

Principal

Lab Teacher



**THREE VILLAGE CENTRAL SCHOOL DISTRICT
AIS MATHEMATICS PROGRESS REPORT**

SAMPLE:

Dear Parent/Guardian:

Earlier this year, you were notified that your child would be receiving Academic Intervention Services in the area of mathematics. Below is a report of your child's progress, to date:

Student Name: _____													
Grade: _____ Year: 2004-2005													
Classroom Teacher: _____													
Math Center Instructor: _____													
Math AIS Teacher: _____													
Key: C = Demonstrates Competency I = Is Improving N = Needs to Improve													
1st Report Date: November 5 th				2nd Report Date: February 11 th				3rd Report Date: April 15 th				4th Report Date: June 10 th	
Skill Area	C	I	N	C	I	N	C	I	N	C	I	N	Skill Area
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:											Comments:		



Three Village Central School District

ACADEMIC INTERVENTION SERVICES REFERRAL
SECONDARY

Student Name: _____ Grade: _____ Date: _____
School: _____ Counselor: _____ Referred by: _____

Classroom Performance:

Table with 5 columns: Course, Quiz, Homework, Lab/Project, Exam/Regents. Rows include English, Mathematics, Social Studies, Science, and Global Language.

ESL _____ Resource Room _____ Reading Lab _____ Math Lab _____

Testing Information:

Table titled NYS ASSESSMENTS with columns: Test, Date, Grade, Level, Score. Rows include ELA, MATH, SOCIAL STUDIES, and SCIENCE.

Reason for Referral – (Check one)

Reading/Writing:

- Conveys a basic or confused or inaccurate understanding of what is read
Relies on basic vocabulary
Fails to maintain an appropriate focus
Exhibits a rudimentary structure but lacks organization
Develops ideas briefly
Makes few or superficial connections between information and ideas and the assigned task
Exhibits uneven success in varying sentence structure
Partial control of conventions
Other _____

(OVER ->)

**ACADEMIC INTERVENTION SERVICES REFERRAL
SECONDARY**

Mathematical Reasoning:

- Difficulty understanding concepts and applications
- Demonstrates weak basic skills
- Demonstrates weak problem solving skills
- Other _____

Memory Abstractions and Organization:

- Disorganized and unprepared for class
- Difficulty understanding abstract concepts
- Needs questions and directions frequently repeated
- Difficulty concentrating, attending, or focusing
- Other _____

Academic Performance:

- Quality of work is poor
- Does not turn in homework/projects/labs
- Inconsistent performance
- Poor assessment performance
- Other _____

Attendance:

- Often late to class
- Frequently absent
- Cutting
- Other _____

Relevant health or medical information: _____

What instructional, environmental, or behavioral modifications have you made to resolve this problem?

Additional comments: _____

Dates of parent/guardian contact related to your concern: _____

Signature of Referring Teacher/Guidance Counselor

Date

Signature of IST Coordinator

Date

Three Village Central School District

Parent Notification Letter: (Secondary Sample)

Dear Parent/Guardian Name,

Please be advised that your son/daughter must satisfactorily meet the NYS learning standards in English language arts, mathematics, social studies, and science. Failure to satisfactorily achieve these standards during your son/daughter’s secondary education will prevent him/her from receiving a NYS high school diploma. These learning standards will be assessed at various grade levels during your son/daughter’s secondary education.

The NYS Education Department mandates schools to provide Academic Intervention Services (AIS) to all students who score at or below the annually State provided median score in Level 2 or below.

_____ (student’s name) has been identified as a student in need of AIS in the area(s) of _____ based upon performance on the following tests:

Test Name	Check appropriate box(s) (✓)
Lexile Level	
NYS ELA	
Reading Text Level	
NYS Math	
NYS Science	
NYS Social Studies	
Final Grade	

The service(s) which will be provided are:

- List types of services _____
- Frequency _____
- Times _____
- Locations _____
- Instructor’s Name(s) _____

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services are to increase the likelihood your son/daughter will meet the NYS graduation requirements.

If you have any questions please call the AIS instructor at _____

Sincerely,

Principal

Lab Teacher

**Junior High School Mathematics Department
AIS Monitoring Form**

STUDENT NAME: _____ **TEACHER NAME:** _____

Course: _____ Assessment Level/Score: _____
Previous Year

Level of Services

- Enrolled in AIS during school day
- Enrolled in AIS before/after school
- Progress Monitoring
- Basic Support

MARKING PERIOD	RECOMMENDATIONS	DATE OF REVIEW	TEACHER'S INITIALS	COMMENTS
Quarter 1 Math Grade _____	<ul style="list-style-type: none"> <input type="radio"/> Foundational skills need improvement <input type="radio"/> Attend Extra Help <input type="radio"/> Attendance needs improvement <input type="radio"/> Homework needs improvement <input type="radio"/> Focus/attention needs improvement <input type="radio"/> Study skills/organization needs improvement 			
Quarter 2 Math Grade _____	<ul style="list-style-type: none"> <input type="radio"/> Foundational skills need improvement <input type="radio"/> Attend Extra Help <input type="radio"/> Attendance needs improvement <input type="radio"/> Homework needs improvement <input type="radio"/> Focus/attention needs improvement <input type="radio"/> Study skills/organization needs improvement 			
Quarter 3 Math Grade _____	<ul style="list-style-type: none"> <input type="radio"/> Foundational skills need improvement <input type="radio"/> Attend Extra Help <input type="radio"/> Attendance needs improvement <input type="radio"/> Homework needs improvement <input type="radio"/> Focus/attention needs improvement <input type="radio"/> Study skills/organization needs improvement 			
Quarter 4 Math Grade _____	<ul style="list-style-type: none"> <input type="radio"/> Foundational skills need improvement <input type="radio"/> Attend Extra Help <input type="radio"/> Attendance needs improvement <input type="radio"/> Homework needs improvement <input type="radio"/> Focus/attention needs improvement <input type="radio"/> Study skills/organization needs improvement 			

FIRST QUARTERLY EXAM GRADE	MIDTERM EXAM GRADE	FINAL EXAM GRADE	FINAL COURSE AVERAGE
---------------------------------------	-------------------------------	-------------------------	---------------------------------

Recommendation to continue services? **Y** **N**

Additional Comments:



**Three Village Central School District
Instructional Level Expectations for Reading**

Grade Level	Perf Level	Beginning of Year Benchmarking Assessment (Sept.–Oct.)	1 st Trimester (Nov.-Dec.)	2 nd Trimester (Feb.-Mar.)	3 rd Trimester (June)
K	4	A+	C+	D+	E+
	3	Below A	B	C	D
	2		A	B	C
	1		Below A	Below B	Below C
1	4	E+	G+	I+	K+
	3	D/E	F	H	J
	2	C	D/E	F/G	H/I
	1	Below C	Below D	Below F	Below H
2	4	K+	L+	M+	N+
	3	J/K	K	L	M
	2	H/I	I/J	J/K	K/L
	1	Below H	Below I	Below J	Below K
3	4	N+	O+	P+	Q+
	3	M	N	O	P
	2	K/L	L/M	M/N	N/O
	1	Below K	Below L	Below M	Below N
4	4	Q+	R+	S+	T+
	3	P	Q	R	S
	2	N/O	O/P	P/Q	Q/R
	1	Below N	Below O	Below P	Below Q
5	4	T+	U+	V+	W+
	3	S	T	U	V
	2	Q/R	R/S	S/T	T/U
	1	Below Q	Below R	Below S	Below T
6	4	W+	X+	Y+	Z
	3	V	W	X	Y
	2	T/U	U/V	V/W	W/X
	1	Below T	Below U	Below V	Below W

KEY	
Exceeds Grade Level Standards	4
Meets Grade Level Standards	3
Approaching Grade Level Standards (Needs Short-term Intervention)	2
Below Grade Level Standards (Needs Intensive Intervention)	1

Revised: June 2015- Adapted from: Fountas and Pinnell Benchmark Assessment System and aligned to NYS Common Core Standards