



EAST ISLIP SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES DISTRICT PLAN

Grades 4-5
Grades 6-8
Grades 9-12

COMMITTEE:

Dr. Aileen O'Rourke, *Executive Director of Special Education/PPS K-5 and CPSE*

Dr. Sara Anderson, *Humanities Director*

Dr. Lisa Belz, *Assistant Superintendent for Human Resources and Administration*

Mark Bernard, *Principal, East Islip High School*

Bill Brennen, *Principal, East Islip Middle School*

Joann Walsh, *Parent Representative*

Paul E. Manzo, *Assistant Superintendent for Instruction and Personnel*

Dr. Deborah Smith, *Principal, JFK Elementary School*

Shelley Stapleton, *EITA Representative*

Approved by the East Islip Board of Education

June 14, 2012

January 9, 2014

August 14, 2014

August 13, 2015

January 12, 2017

November 16, 2017

July 26, 2018

December 12, 2019

Academic Intervention Services
East Islip School District Plan
Table of Contents

Overview of District Academic Intervention Services Plan.....2
 Introduction
 Mission Statement
 Definition of Academic Intervention Services

Board of Education’s Resolution.....3

Grades 4-5.....4-10
 Academic Intervention Services Process
 Determining Need:
 Entrance and Exit Criteria for Grades 4-5 ELA
 Instructional Level of Expectations for Reading
 Entrance and Exit Criteria for Grades 4-5 Math
 Levels of Service
 Parental Notification and Involvement

Grades 6-8.....11-18
 Academic Intervention Services Process
 Determining Need:
 Entrance and Exit Criteria for Grades 6-8 ELA
 Entrance and Exit Criteria for Grades 6-8 Math
 Description of Academic Intervention Services for Grades 6-8 ELA
 Description of Academic Intervention Services for Grades 6-8 ELA
 Description of Student Services for Grades 6-8
 Entrance and Exit Criteria for Grades 6-8 Social Studies
 Parental Notification and Involvement

Grades 9-12.....19-27
 Academic Intervention Services Process
 Determining Need:
 Entrance and Exit Criteria for Grades 9-12 ELA
 Entrance and Exit Criteria for Grades 9-12 Math
 Entrance and Exit Criteria for Grades 9-12 Social Studies
 Entrance and Exit Criteria for Grades 9-12 Science
 Description of Academic Intervention Services for Grades 9-12
 Description of Student Services for Grades 9-12
 Parental Notification and Involvement

Appendices.....28-32
 Response to Intervention (RtI) Parent Notification for Grades K-4 (CES & RCK)
 Response to Intervention (RtI) Parent Notification for Grades K-4 (TP & JFK)
 Academic Intervention Services (AIS) Parent Notification for Grades 5-9 (JFK, RCK, MS & HS)

Introduction

The East Islip School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Learning Standards.

East Islip School District's Mission Statement

"Our mission is for East Islip to be a *District of Excellence* and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community."

Definition of Academic Intervention Services (AIS)

<http://www.emsc.nysed.gov/part100/pages/1001.html#g>

Academic Intervention Services are defined as additional instructional services that supplement regular classroom instruction and student support services designed to help students achieve the New York State Learning Standards. Academic Intervention Services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Learning Standards in English Language Arts and mathematics in grades K-12 and in social studies and science in grades 4-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments.

Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment:

Level 1 – Student is well below proficient in standards for this grade level.

Level 2 – Student is not proficient in Common Core Learning Standards for this grade level (partial but insufficient).

Level 3 – Student is proficient in Common Core Learning Standards for this grade level.

Level 4 – Student excels in Common Core Learning Standards for this grade level.

School districts shall identify students who receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 ELA or mathematics state assessment shall be considered for AIS. Upon identification of students for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district consideration of student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

East Islip School District
Board of Education's Resolution

On February 24, 2014, the East Islip School District's Board of Education passed the following resolution:

Motion by Mr. Behan to approve the following resolution:

Whereas, students scoring below a state-generated cut score on Grades 3-12 assessments are required to receive academic intervention services provided by the District, and,

Whereas, students scoring above the cut score on New York State Assessments are not mandated to receive such services,

NOW THEREFORE, BE IT RESOLVED, effective beginning in the 2014/2015 school year, students scoring above the New York State cut score may be provided academic intervention services in the discretion of the administration but, subject to the receipt of written parental consent; and

BE IT FURTHER RESOLVED that this resolution will be reviewed annually for reconsideration;

Mr. Reed asked how this resolution changes the current policy and if this change will create more administrative time. Mrs. Rozzi explained that the district is already asking for parental consent when a student scores above the cut score and feels most parents will still opt for the services. Mrs. Becker-Santa added that the State did change the cut off scores this past August after parent notices had already gone out; therefore, we were able to go forward with the extra services. Mrs. Phillips stated she was a little concerned with a possible decline in student performance and asked if this will be monitored, to which Mrs. Rozzi responded it would be monitored well.

Motion seconded by Mrs. Phillips. Mr. Reed opposed. Motion carried.

Therefore, during the 2015-2016 school year, (as was the procedure in 2014-2015) students who took the New York State Assessments in English and/or math who scored above the New York State identified cut scores will not be placed in Academic Intervention Services support classes unless their parent/guardian has provided written approval. A letter will be sent home to the parents/guardians of all such students.

East Islip School District

**ACADEMIC INTERVENTION AND SUPPORT SERVICES
GRADES 4-5**

- I. AIS Identification Procedures
- II. Determining Need: Entrance and Exit Criteria for Grades 4-5 ELA
- III. Instructional Level Expectations for Reading
- IV. Determining Need: Entrance and Exit Criteria for Grades 4-5 Math
- V. Levels of Service
- VI. Parental Notification and Involvement

I. AIS Identification Procedure

If a student has been identified as potentially needing AIS an IST meeting must be scheduled. Based on multiple data points as per the AIS plan the teacher will provide the committee with information on the specific child's academic performance. The committee will review these data and make a determination as to which students will be recommended to receive services. Members of the committee will include but not be limited to: Principal, School Psychologist, General Education Teacher, AIS representative, Resource Room Teacher

During the last trimester of each school year the IST Team will meet with each classroom teacher to discuss the progress of each of their students. At this meeting a list will be generated of students who will be recommended to receive services in the upcoming school year.

II. Determining Need: Entrance and Exit Criteria for Grades 4-5 ELA

**Note: Multiple Measures are always used when determining AIS eligibility*

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS ELA Assessment	Once a year	Scoring below the median scale score based on NYSED annual recommendation	Scoring above the median scale score based on NYSED annual recommendation	Focused tiered instruction by classroom teacher, or certified teacher/interventionist
*Benchmark Assessments (i.e.: Fountas and Pinnell)	Ongoing	<ul style="list-style-type: none"> • Below basic level • At least one grade behind 	Able to meet grade level expectations	Focused tiered instruction by classroom teacher, or certified teacher/interventionist
Teacher Recommendation (Based on data supported deficiencies over time)	Ongoing	Review of need based on multiple measures	Data supported improvement on multiple measures over time	Focused tiered instruction by classroom teacher, or certified teacher/interventionist
Instructional Support Team findings and recommendations <ul style="list-style-type: none"> • Progress Monitoring • SWAT • iReady 	Ongoing	Review of need based on multiple measures	Data supported improvement on multiple measures over time	Meetings as needed; interventions as determined
Other, to include: <ul style="list-style-type: none"> • Classroom Assessments • Progress Reports • Report Cards • Common Assessments 	Ongoing	Level 1 or 2, not attaining proficiency	Able to meet grade level expectations. Attaining proficiency at Level 3 or higher	Focused tiered instruction by classroom teacher, or certified teacher/interventionist
English Language Learners (as applicable)	Ongoing	<ul style="list-style-type: none"> • NYSITELL • Proficient on NYSESLAT 	Proficiency on NYSITELL (replacement of NYSESLAT)	Approved ELL Service Provider, or certified teacher/interventionist
ORF (Oral Reading Fluency) MAZE iReady	Fall Winter Spring	Students Scoring Well Below the National Norm/Below Grade Level	Low Average to Well Above Average on National Norm	Focused tiered instruction by classroom teacher, or certified teacher/interventionist

**See Reading Level Correlation Chart Attached on the Next Page.*

***Please Note: Once a student is exited from AIS services, he/she may be returned to support services if needed based on classroom teacher recommendation.*

III. Instructional Level Expectations for Reading

	Beginning of year September	1 st Interval of year October, November December	2 nd Interval of year January, February March	End of Year April, May June	
Grade K		A	B	C/D	
			A	B	
				A	
Grade 1	C/D	E/F	G/H	I/J	
	B	C/D	E/F	F/G	
	A	B	D	E	
Grade 2	I/J	K	L	M / N	
	G	H/I	J/K	L	
	E/F	G	H/I	J/K	
Grade 3	M / N	N	O	P / Q	Meets Expectations
	L	M	N	O	
	Below L	Below M	Below N	Below O	Approaches Expectations: Needs Short-Term Intervention Tier 2
Grade 4	P / Q	Q	R	S / T	Does Not Meet Expectations: Needs Intensive Intervention:
	O	P	Q	R	
	Below O	Below P	Below Q	Below R	Tier 3
Grade 5	S / T	T	U	V / W	
	R	S	T	U	
	Below R	Below S	Below T	Below U	
Grade 6	V / W	W	X	Y	
	U	V	W	X	
	Below U	Below V	Below W	Below X	

The Instructional Level Expectations for Reading Chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgment.

Revised November 2018

IV. Determining Need: Entrance and Exit Criteria for Grades 4-5 Math

**Note: Multiple Measures are always used when determining AIS eligibility*

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS Math Assessment	Once a year	Scoring below the median scale score based on NYSED annual recommended	Scoring above the median scale score based on NYSED annual recommendation	Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.
Instructional Support Team findings and recommendations	Ongoing	Review of need based on multiple measure evaluation	Data supported improvement on multiple measures over time	Meetings as needed; interventions as determined
Teacher Recommendation (Based on data supported deficiencies over time)	Ongoing	Review of need based on multiple measures	Data supported improvement on multiple measures over time	Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.
Other, to include: <ul style="list-style-type: none"> • Progress Reports • Report Cards • Classroom Assessments including, but not limited to: <ul style="list-style-type: none"> • Math assessments • Basic Facts Performance • Unit Assessments 	Ongoing	Level 1 or 2, not attaining proficiency. Scoring below an average of Level 2 or scoring below the median scale score based on NYSED annual recommendation.	Able to meet grade level expectations. Attaining proficiency at Level 3 or higher. Scoring above the median scale score based on NYSED annual recommendation or higher than Level 3.	Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.
iReady	Fall, Winter, Spring	Below Grade Level	Data supported improvement on multiple measures over time.	Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.

V. Levels of Service

At the elementary level, appropriate certifications for instructional assignments in mathematics, social studies, and science include Common Branch, PreK-6, N-6, and others, as defined in Section 80.15 of the Commissioner's Regulations. For the provision of AIS in literacy/reading, however, reading certification is strongly recommended. In our elementary schools, these certified teachers are sometimes referred to as interventionists.

4-5 ELA Monitored Services:

- Periodic Communication Between the Classroom Teacher and Interventionist
- Review(s) of Student Progress
- Review of Classwork and Periodic Assessments

4-5 ELA Academic Intervention Services:

- Small Group Tiered Support
- Periodic Communication between the Classroom Teacher, AIS Teacher or certified teacher/interventionist

4-5 Mathematics Monitored Services:

- Periodic Communication Between the Classroom Teacher and Interventionist
- Review(s) of Student Progress
- Review of Classwork and Periodic Assessments

4-5 Mathematics Academic Intervention Services:

- Small Group Tiered Support
- Periodic Communication between the Classroom Teacher, AIS Teacher or certified teacher/interventionist

VI. Parental Notification and Involvement for Grades 4 and 5

Notification of Commencement of Services	Notification of Ending Services	Consult Opportunities	Trimester Report of Progress	Ways to Help
Letter from principal or his/her designee indicating reason for and nature of services to be provided	Letter from principal indicating results of assessments and other performances indicating services are no longer required	<ul style="list-style-type: none"> • Individual teacher and IST meetings • Conferences as necessary • Student Agendas 	<ul style="list-style-type: none"> • AIS services noted on report cards • Grades in Infinite Campus 	<ul style="list-style-type: none"> • PTA newsletter • PTA meetings (presentations by faculty) • Monitor student agendas • School and District web pages • Communication with child's teachers

East Islip Union Free School District

**ACADEMIC INTERVENTION AND SUPPORT SERVICES
GRADES 6 – 8**

- I. AIS Identification Procedures
- II. Determining Need: Entrance and Exit Criteria for Grades 6-8 ELA
- III. Determining Need: Entrance and Exit Criteria for Grades 6-8 Math
- IV. Description of Academic Intervention Services for Grades 6-8 ELA
- V. Description of Academic Intervention Services for Grades 6-8 Math
- VI. Description of Student Support Services for Grades 6-8
- VII. Parental Notification and Involvement

I. AIS Identification Procedure

In the spring, the committee will convene to review students who have been identified as potentially needing AIS. This identification will be based on multiple data points as per the AIS plan. The committee will review these data and make a determination as to which students will be recommended to receive services. Members of the committee will include, but not be limited to: Principal, School Psychologist, School Counselor, Content Area Teacher, IST Representative

In the spring, a list will be generated of students who will be recommended to receive services in the upcoming school year.

II. Determining Need: Entrance and Exit Criteria for Grades 6-8 ELA

**NOTE: Multiple measures are always used when determining eligibility*

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS ELA Assessment, grades 5, 6, and 7	Spring of school year	Scoring below the median scale score based on NYSED annual recommendation	Scoring above the median scale score based on NYSED annual recommendation on NYS assessments, end of grades 6 or 7 Scoring at 75% for final grade (course) average Teacher recommendation School Counselor and Principal's review Data supported improvement on multiple measures over time.	Reading Support ELA Support "Skills" Support Classes
New entrant review of cumulative transcripts	Ongoing	Demonstration of grade in ELA less than 70% or scoring below the median scale score based on NYSED recommendation		
Course average	Quarterly	Less than 70% in ELA and/or Social Studies for two (2) or more quarters		
Grade Level Assessment	Ongoing	Scoring below proficiency level on assessment		
Teacher Observation - participation - performance - student work	Ongoing	Teacher recommendation and documentation		
Final course average	June	Scoring below 70%		
iReady	Fall, Winter, Spring	Below Grade Level		

III. Determining Need: Entrance and Exit Criteria for Grades 6-8 Math

**NOTE: Multiple measures are always used when determining eligibility*

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS Math Assessment, grades 5, 6, and 7	Spring of school year	Scoring below the median scale score based on NYSED annual recommendation	Scoring above the median scale score based on NYSED annual recommendation	Math Support Classes Skills Classes
New Entrant Review of cumulative transcripts	Ongoing	Demonstration of grade in Math less than 70%	Assessments, end of grades 6 or 7	
Course average	Quarterly	70% or less in Math for 2 or more quarters	Scoring at 75% for final grade (course) average	
Grade Level Assessments	Ongoing	Scoring below 70% on practice assessments	Teacher recommendation	
Teacher Observation - participation - performance - student work	Ongoing	Teacher recommendation and documentation	School Counselor and Principal's review	
Final course average	June	Scoring below 70% or Level 2 or below on final report card.	Data supported improvement on multiple measures over time.	
iReady	Fall, Winter, Spring	Below Basic Level		

(At the secondary level (grades 7-12) approvable certifications for AIS instructional assignments include certification in reading (80.7) and content certifications in English, math, science, and social studies as specified in Section 80.16)

IV. Description of Academic Intervention Services for Grades 6-8 ELA			
What Will Be Provided	Frequency/Duration	Provider(s)	Level of Intensity
<p style="text-align: center;">Within school day</p> <p>Eligible students will be provided additional instruction during the school day in a specially designed program intended to:</p> <ul style="list-style-type: none"> • increase students’ awareness of their own reading and writing processes • strengthen necessary skills and strategies • engage students in extended amounts of reading and writing designed to address the ELA standards and to handle the demands of content area reading • increase quantity of students’ independent reading <p>Following administration of the NYS ELA assessment in the spring. Instruction will address identified areas. Continuous formal and informal assessments will be conducted to monitor progress.</p>	<p>Every other day throughout year</p> <p>40 minute sessions</p>	<p>Certified teachers</p>	<p>Push-In/Pull-Out designated class services</p>
<p style="text-align: center;">Monitoring Services</p> <p>Students will be monitored via a review of iReady reports, interim reports and report cards.</p> <p>School counselors, teachers and administration will review these reports.</p> <p>For those whose interim reports suggest low progress, conferences with the core ELA teacher will be held to identify areas of challenge. School counselor and/or the building team will meet with the student. Parents will be notified. A failing ELA grade on the quarterly report card will result in consideration of placement back into an AIS ELA class.</p>	<p>5-week and 10-week intervals</p>	<p>Certified Faculty</p>	<p>Less</p> <p style="text-align: center;">↑</p> <ul style="list-style-type: none"> • Review of reports • Conference with ELA teacher; student • Program adjustment • Placement in AIS <p style="text-align: center;">↓</p> <p>More</p>

V. Description of Academic Intervention Services for Grades 6-8 Math

What Will Be Provided	Frequency/ Duration	Provider(s)	Level of Intensity
<p style="text-align: center;">Within school day</p> <p>Eligible students will be provided additional instruction during the school day in a specially designed program intended to:</p> <ul style="list-style-type: none"> • strengthen fundamental skills • increase students' awareness of their own math processes • engage students in standards-based unit instruction to improve their understanding of the uses of math, improve application and problem-solving processes and provide motivation <p>Continuous formal and informal assessments will be conducted to monitor progress.</p>	<p>Every other day throughout year</p> <p>40 minute sessions</p>	<p>Certified teachers</p>	<p>Push-In/Pull-Out Designated Class Services</p>
<p style="text-align: center;">Monitoring Services</p> <p>Students will be monitored via a review of iReady reports, interim reports and report cards.</p> <p>School counselors , teachers, and administration will review these reports.</p> <p>For those whose interim reports suggest low progress, conferences with the core math teacher will be held to identify areas of challenge. School counselor and/or the building team will meet with the student. Parents will be notified. A failing math grade on the quarterly report card will result in consideration of placement back into an AIS math class.</p>	<p>5- and 10-week intervals</p>	<p>Certified Faculty</p>	<p style="text-align: center;">Less</p> <p style="text-align: center;">↑</p> <ul style="list-style-type: none"> • Review of reports • Conference with math teacher; student • Program adjustment • Placement in AIS <p style="text-align: center;">↓</p> <p style="text-align: center;">More</p>

VI. Description of Student Support Services for Grades 6-8

Area	Determination of Need	Entrance Criteria	Frequency/ Duration	Provider(s)
*Attendance	Attendance records past and present (Attendance Committee) At-Risk services	<ul style="list-style-type: none"> • Course failure possibly linked to absence • Initial review after 10 weeks 	Monthly monitoring of attendance and performance	Social Worker School Counselor Attendance Office Personnel
General academic (e.g., organization, test-taking skills, studying, homework)	<ul style="list-style-type: none"> • Review classroom performance • Interim reports • Report cards • Parent contact • Guidance/At-Risk services • PPS/IST teams 	IST recommendation Teacher determination of needs (pattern of performance)	Individual as necessary (dependent on services as decided)	Classroom teacher AIS teacher Social Worker
Behavioral	Teachers School Counselor Review of disciplinary record (Asst. Principals) Results of Functional Behavioral Assessment (FBA)	Lack of or inability to display appropriate, responsible, safe behaviors	As determined by provider	Teacher Social Worker School Counselor Psychologist
Language barriers (English as a New Language “ENL”)	ENL evaluation as per State requirements	New York State criteria	As determined by evaluation	Certified teacher
Other (nutrition, vision, hearing, etc.)	School and/or parent concerns Medical and educational records/report cards	As individually determined	Based upon individual needs	Nurse Social Worker Others, as needed

*Building administrator is required to review student attendance with appropriate personnel every 10 weeks. A letter must be generated and sent to parents when attendance is interfering with academics.

VII. Parental Notification and Involvement for Grades 6-8

Notification of Commencement of Services	Notification of Ending Services	Consult Opportunities	Quarterly Report of Progress	Ways to Help
Letter from principal or his/her designee indicating reason for and nature of services to be provided	Letter from principal indicating results of assessments and other performances indicating services are no longer required	<ul style="list-style-type: none"> • Individual teacher and building team meetings • Conferences as necessary • Monitor student agendas • Use of Gradebook 	AIS services noted on report cards Grades in Infinite Campus - Gradebook	<ul style="list-style-type: none"> • PTA newsletter • PTA meetings (presentations by faculty) • Monitor student agendas • School and District web pages • Communication with child's teachers and school counselors

East Islip School District

**ACADEMIC INTERVENTION AND SUPPORT SERVICES
GRADES 9 – 12**

- I. AIS Identification Procedures
- II. Determining Need: Entrance and Exit Criteria for Grades 9-12 ELA
- III. Determining Need: Entrance and Exit Criteria for Grades 9-12 Math
- IV. Determining Need: Entrance and Exit Criteria for Grades 9-12 Social Studies
- V. Determining Need: Entrance and Exit Criteria for Grades 9-12 Science
- VI. Description of Academic Intervention Services
- VII. Description of Student Support Services
- VIII. Parental Notification and Involvement**

I. AIS Identification Procedure

Grade 8 into Grade 9

At the end of January, at team meetings, teachers will utilize a spreadsheet to recommend students and review course recommendations. This information will be given to the high school assistant principal in charge of scheduling and AIS. A copy will also be given to the building principal and the Director of Careers and Student Services.

In March, course verifications will be posted on the Infinite Campus Parent Portal which will include initial recommendations.

In August, the high school will generate letters to parents to inform them that their students will be receiving AIS services in the fall.

Grades 9-12

Teachers will make recommendations at the end of January.

In March, course verifications will be posted on the Infinite Campus Parent Portal which will include initial recommendations.

In August, the high school will inform parents via East Islip Infinite Campus Parent Portal that their students will be receiving AIS services in the fall, a letter will follow.

II. Determining Need: Entrance and Exit Criteria for Grades 9-12 ELA

**NOTE: Multiple measures are always used when determining eligibility*

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> NYS ELA Assessment grade 8 or 8th grade district-wide assessment iReady - grade 8 	<ul style="list-style-type: none"> Spring of Grade 8 Ongoing 	<ul style="list-style-type: none"> Scoring below the median scale score based on NYSED annual recommendation Below basic level 	A score of 75% or higher on final course average
English Regents exam at end of English 11	June/January of each year	Scoring below a score of 70%	A score of 75% or higher on final course average
Review of cumulative transcripts	Ongoing	Demonstration of grade in ELA less than 70% or a Level 2 or below Less than 70% in English for two (2) or more quarters	Scoring at 75% for final grade (course) average Teacher recommendation Principal's review
Course average	Quarterly	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> Academic Performance Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

III. Determining Need: Entrance and Exit Criteria for Grades 9-12 Math

**NOTE: Multiple measures are always used when determining eligibility*

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> NYS Math Assessment grade 8 or district-wide assessment iReady – grade 8 	<ul style="list-style-type: none"> Spring of grade 8 Ongoing 	<ul style="list-style-type: none"> Scoring below proficient levels based on NYSED recommendations Below basic level 	Meeting New York State Standards
Algebra 1 Regents – year of completion	June/January of each year	Scoring below a score of 70%	<ul style="list-style-type: none"> A score of 75% or higher on final course average Meeting State standards Team review of appropriate intervention effectiveness
Review of cumulative transcripts	Quarterly	Demonstration of grade in Math less than 70% or a Level 2 or below Less than 70% in math for two (2) or more quarters	Scoring at 75% for final grade (course) average and Teacher recommendation (documented data on spreadsheet) Principal's review
Course average	Ongoing	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> Academic Performance Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

IV. Determining Need: Entrance and Exit Criteria for Grades 9-12 Social Studies

**NOTE: Multiple measures are always used when determining eligibility*

	Date of Administration	Entrance Criteria	Exit Criteria
Global History & Geography Regents and US History & Government Regents – year of completion	January/June of each year	Scoring below a score of 70% on Regents	<ul style="list-style-type: none"> • A score of 75% or higher on final course average • Meeting State standards • AIS coordinator and appropriate personnel will review student progress quarterly
Review of cumulative transcripts	Ongoing	<ul style="list-style-type: none"> • Demonstration of grade in ELA less than 70% or a Level 2 or below • Less than 70% in social studies for two (2) or more quarters 	Scoring at 75% for final grade (course) average Teacher recommendation (documented data on spreadsheet) Principal’s review
Course average	Quarterly	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> • Academic Performance • Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

V. Determining Need: Entrance and Exit Criteria for Grades 9-12 Science

**NOTE: Multiple measures are always used when determining eligibility*

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
NYS Science assessment grade 8	June, grade 8	Scoring below a Level 3	A score of 75% or higher on final course average
Living Environment Regents Exams – year of completion	June/January of each year	Scoring below a score of 70%	<ul style="list-style-type: none"> • Meeting State standards • Teachers, administrators and school counselors will review student progress quarterly
Review of cumulative transcripts	Ongoing	<ul style="list-style-type: none"> • Demonstration of grade in Science less than 70% or a Level 2 or below • Less than 70% in science for two (2) or more quarters 	Scoring at 75% for final grade (course) average Teacher recommendation (documented data on spreadsheet) Principal's review
Course average	Quarterly	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> • Academic Performance • Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

VI. Description of Academic Intervention Services for Grades 9-12

Monitoring

Monitoring: The IST consisting of teachers, school counselors, social workers, school psychologists and administrators will monitor the student's achievement to ensure he/she is making appropriate progress toward meeting the New York State & Next Generation Learning Standards. Adjustments in service may be made according to the child's progress.

Attendance Monitoring: The IST Team (assistant principal, school counselor, psychologist, teachers and the social worker) will monitor the attendance of students who are not meeting the New York State Standards due to poor attendance. This monitoring will include more frequent parent contact, and referrals to the IST/PPS committee.

AIS

At the secondary level (grades 7-12) approvable certifications for AIS instructional assignments include certification in reading (80.7) and content certifications in English, math, science, social studies, and others as specified in Section 80.16.

Classroom-based Intervention: The classroom teacher provides the student with extra support within the regular classroom setting. This might include extra attention, rephrasing directions, modifying assignments, etc.

Academic Counseling: The School Counselors provide support for students who are experiencing difficulty with the social/emotional, organizational or interpersonal demands of meeting the New York State Standards.

IST Meetings: Weekly meetings of school administrators, school counselors, school social workers and school psychologists that discuss and monitor selected students that are at risk socially/emotionally and academically.

Attendance Committee: Meetings that include school administrators, school social workers, school psychologists, school counselors, and attendance support staff to discuss student attendance concerns and determine letters to be sent and home visits to be made.

Lab: Course based on need and data driven. Selection based on multiple measures including teacher recommendation and administrator review. (Meet on every other day schedule or added section to core course.)

Consultation: A teacher will consult with and work collaboratively with the teachers who are providing special education services to a student, to ensure the continuity and congruency of support. Services will be adjusted according to the child's needs and progress.

VII. Description of Student Support Services for Grades 9-12

Area	Determination of Need	Entrance Criteria	Frequency/ Duration	Provider(s)
Attendance	Frequent absences IST Teams	Course failure due to absences	5 week monitoring by semester	School Counselor Social Worker Attendance Support Staff Assistant Principal School Psychologist Teachers
Academic	Course failures IST Teams	See entrance criteria (Part 1)	5 week monitoring by semester	Certified Teachers
Student Behavior	<ul style="list-style-type: none"> • Multiple referrals • Violations of Student Code of Conduct 	Frequent referrals causing disruption to academic/social classroom environment	5 week monitoring by semester	Assistant Principal School Counselor Social Worker School Psychologist Teachers
Multiple Language Learner (MLL) Students	ENL evaluation by State approved measures	New York State Criteria	As determined by evaluation	ENL teacher or designated subject area staff
Other (Nutrition, Vision, Hearing, Etc.)	Medical Screening by nurse or medical professional IST Teams	Reviewed on a case by case basis	As determined by case manager	Nurse Social Worker School Counselor Assistant Principal Appropriate Support Staff

VIII. Parental Notification and Involvement for Grades 9-12

Notification of Commencement of Services	Notification of Ending Services	Consult Opportunities	Quarterly Report of Progress	Ways to Help
<p>Letter from principal or his/her designee indicating reason for and nature of services to be provided</p> <p>Notification of AIS in course description guide</p>	<p>Letter from principal indicating results of assessments and other performances indicating services are no longer required</p>	<ul style="list-style-type: none"> • Individual teacher meetings • Parent/Teacher Conferences • Gradebook 	<ul style="list-style-type: none"> • AIS services noted on report cards • Grades in Infinite Campus Gradebook 	<ul style="list-style-type: none"> • PTA newsletter • PTA meetings (presentations by faculty) • Monitor student agendas • School and District web pages • Communication with child's teachers and school counselors

APPENDICES

- Response to Intervention (RTI) Parent Notification for Grades K-4 (CES & RCK)
- Response to Intervention (RTI) Parent Notification for Grades K-4 (TP & JFK)
- Academic Intervention Services (AIS) Parent Notification for Grades 5-9 (JFK, RCK, MS & HS)

(Grade K-4 – CES & RCK letterhead)

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary for them to be successful. The East Islip School District has established a Response to Intervention (“RtI”) program in Kindergarten through 4th grade. RtI is a process used in schools to provide well-designed interventions that closely monitor students’ progress, while providing additional instructional support.

Students were assessed with a set of universal screening tools. The assessments were designed to determine growth and development across pre-reading and/or reading skills that are important to long-term literacy success. Results from the assessments are also used for school staff to help them identify the skills that have been learned as opposed to the skills that require further instruction.

If your child performed in the low average, below average or well below average range on one or more of the assessments, he or she is a candidate for additional literacy support.

Services provided if checked:	
No services are required at this time	<input type="checkbox"/>
ELA Support Services will be provided	<input type="checkbox"/>
Math Support Services will be provided	<input type="checkbox"/>

Please contact your child’s classroom teacher for additional information regarding your child’s specific need. Please sign and return to your child’s teacher.

Sincerely,

Child’s Name: _____ Date: _____

Parent/Guardian’s Name: _____
(Please Print)

Child’s Current Teacher and Grade: _____

(Parent/Guardian Signature) _____ Date: _____

(Grade K-4 – TP/JFK letterhead)

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary for them to be successful. The East Islip School District has established a Response to Intervention (“RtI”) program in Kindergarten through 4th grade. RtI is a process used in schools to provide well-designed interventions that closely monitor students’ progress, while providing additional instructional support.

Students were assessed with a set of universal screening tools. The assessments were designed to determine growth and development across pre-reading and/or reading skills that are important to long-term literacy success. Results from the assessments are also used for school staff to help them identify the skills that have been learned as opposed to the skills that require further instruction.

If your child performed in the low average, below average or well below average range on one or more of the assessments, he or she is a candidate for additional literacy support.

Services provided if checked:	
No services are required at this time	<input type="checkbox"/>
ELA Support Services will be provided	<input type="checkbox"/>

Please contact your child’s classroom teacher for additional information regarding your child’s specific need. Please sign and return to your child’s teacher.

Sincerely,

Child’s Name: _____ Date: _____

Parent/Guardian’s Name: _____
(Please Print)

Child’s Current Teacher and Grade: _____

(Parent/Guardian Signature) _____ Date: _____

(Grades 5-9 JFK, RCK, MS & HS letterhead)

Dear Parents/Guardians

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary for them to be successful. The New York State Education Department requires schools to provide Academic Intervention Services (AIS) to students who may be at risk of not meeting the New York State Grade Level Learning Standards which are benchmarks that students must achieve to be college or career ready.

Based on your child's performance on a New York State Assessment and/or locally-determined criteria, we will be providing Academic Intervention Services to better prepare your child to meet these standards. This determination is based on district standardized scores, staff recommendations, and/or performance on the New York State Assessment. Information on your child's score(s) on the New York State Assessment(s) can be found on the Parent Portal under Campus Backpack.

ELA services provided if checked:	
Score of Level 1 or Level 2 below State designated cut score	<input type="checkbox"/>
*Score of Level 2 above State designated cut score	<input type="checkbox"/>
Multiple district measures	<input type="checkbox"/>

Math services provided if checked:	
Score of Level 1 or Level 2 below State designated cut score	<input type="checkbox"/>
*Score of Level 2 above State designated cut score	<input type="checkbox"/>
Multiple district measures	<input type="checkbox"/>

*** In accordance with the Board of Education regulation adopted on February 24, 2014, a parent's permission must be given in order to allow the East Islip School District to place your child in an AIS class if your child's New York State Assessment results do not mandate the district to provide these services.**

Ongoing assessment will help determine the specific level of intervention and the need to continue or terminate these services. The overall objective for providing these services is to support your child in achieving success this year, as well as increase the likelihood that your child will be successful in meeting the NYS Graduation requirements.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's agenda book and homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teachers.

Please fill out and sign page two of this letter and return it to your child's school. If you have questions or require additional information, contact your child's teacher or my office.

Sincerely,



Academic Support Services Parental Acknowledgement Form

(Please Return to *[Insert Name of Building]*)
to the attention of _____

Child's Name: _____

Child's School: *[Insert Name of building]* _____

Child's Teacher and Grade: _____
(Teacher's Name and Grade Level)

I, _____, acknowledge my receipt of a
(Please print full name)

letter from _____, informing me of the academic support services my

child will be receiving during the _____ school year.

Dated: _____

Parent's
Signature: _____