



Port Jefferson Union Free School District

**Response to Intervention (RtI) and
Academic Intervention Services (AIS)
PLAN**

2016 - 2017

Approved by the Board of Education on August 16, 2016

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Port Jefferson Union Free School District

RtI and AIS Plan

A. Introduction

The Port Jefferson Union Free School District, located in Suffolk County, has an enrollment of over 1200 students in grades PreK-12. The mission of the district is to provide a personalized, rigorous education that develops responsible, independent, adaptable, life-long learners, through the acquisition of effective thinking and communication skills, an appreciation of the arts, the proficient use of technology, and a healthy life style, in an educational community that promotes integrity and mutual respect. The district is committed to the success of all students and seeks to find ways to support them in achieving their goals.

The Port Jefferson School District provides a Response to Intervention (RtI) program and an Academic Intervention Services (AIS) program to assess and monitor student progress and performance, and provides additional instruction to students at risk of not meeting grade level standards.

- ✓ Our RtI and AIS programs are designed to help at-risk students to achieve grade level performance. Our goal is for 100% of our students to perform at or above grade level.
- ✓ We use research based, nationally normed programs to assess and monitor student performance levels in K-9 (and for AIS students in grades 10-12).
- ✓ We use multiple measures to identify students in need of academic intervention (K-12) and/or behavioral intervention (K-5).
- ✓ RtI and AIS instruction targets skill development, based on student assessments, and our RtI/AIS teachers collaborate with the classroom or general education teacher to align intervention instruction with classroom instruction.
- ✓ As part of the STAR initiative, all RtI/AIS teachers (grades 2-12) and school principals have been trained in administering assessments, understanding reports, and using resources.

The RtI and 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. Such services do not include services provided to students with limited English proficiency or special education programs. AIS may be offered in addition to those programs based on individual student needs.

The Port Jefferson School district is committed to providing a range of service options to meet the students' needs for additional support. This plan provides information on how the district determines what services are needed, and describes when and how to best provide the services.

Placement during the regular school day remains the responsibility of the school, and the district has an obligation to ensure that students who require Response to Intervention and Academic Intervention Services receive school-based services. It is compulsory for students who score below state proficiency levels and district-designated levels in grades without a state assessment to participate in AIS. AIS services for content area subjects can range from progress monitoring of students performance to targeted instruction within the classroom, to small group instruction outside of the general education classroom, with a range of frequency.

The Port Jefferson School District is committed to working with parents to assure the provision of appropriate academic intervention services. If a parent objects to his/her child's placement in AIS, the school administrator shall assure that the parent is provided with an opportunity to express their concerns, review evidence of the need for RtI or AIS services, and determine whether continued placement in small group instruction is required based on the established criteria. When a parent declines direct services, progress monitoring of the student will be conducted using: Grades K-1, AIMSweb; Grades 2-9, STAR; and Grades 6-12, course grades in Power School. Progress monitoring may be monthly or bi-weekly. Student performance data is analyzed during the year to review placement decisions. The overview and eligibility charts contained in this plan define the timeline for universal screening and placement evaluation for each grade level.

B. District Revision Team

2015-2016 Participation

DISTRICT LEVEL ADMINISTRATIVE MEMBERS

Kenneth Bossert, Ed.D., Superintendent of Schools
Maureen Hull, Executive Director of Curriculum & Instruction, Chair
Jodi Cahill, Director of Special Education

ELEMENTARY

Thomas Meehan, Principal
Richard Dixon, Math AIS Teacher
Lynne Pellegrino, Reading AIS Teacher
Kate Zvokel, 1st Grade Teacher

SECONDARY

Christine Austen, HS Principal
Robert Neidig, MS Principal
Kayleen Everitt, AIS and MS English Teacher
Meg Lavin, AIS and HS English Teacher
Kristine Porretta, Reading AIS Teacher

PARENT

Karen Sullivan, Parent

CHILD STUDY TEAM/INSTRUCTIONALSUPPORT TEAM CHAIRS

Kevin Bernier, HS Assistant Principal
Claudia Smith, ES and MS Assistant Principal

C. Description of Response to Intervention (RtI)

RtI is a process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student in grades K-4, who is struggling in English Language Arts, receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) for students who require support. <http://www.p12.nysed.gov/specialed/RTI/parent.htm>

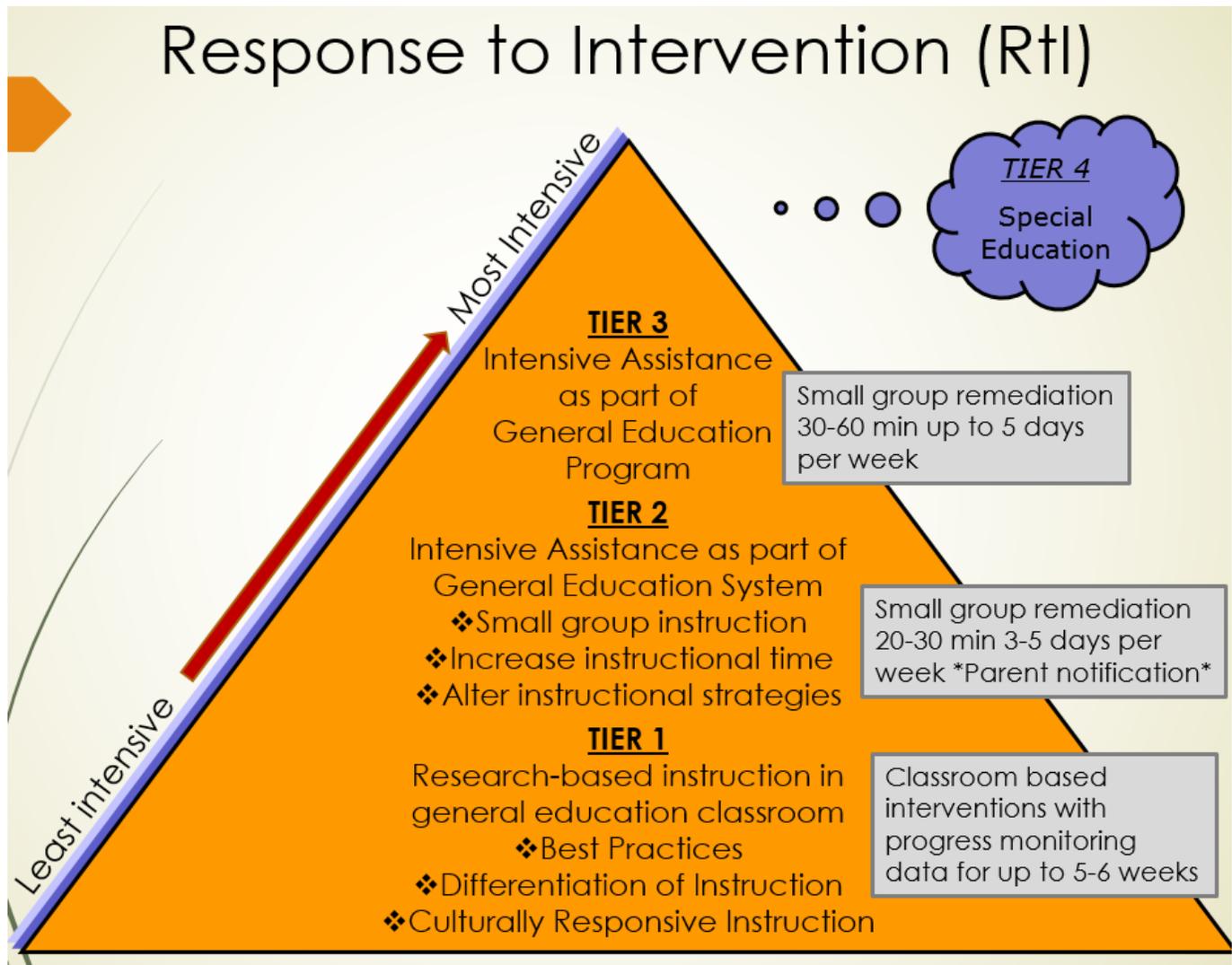


Diagram provided by Mrs. Cahill, Director of Special Education

D. Description of Academic Intervention Services (AIS)

Commissioners Regulations 100.2 (ee), state that all students identified below the level of proficiency are required to receive academic intervention services (AIS).

Part 100, section 100.1(g) of the Commissioner's Regulations provides a definition of AIS:

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2).

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

Therefore, Academic Intervention Services (AIS) refers to 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 Common Core Learning Standards. These services are intended to assist students who are identified to be at risk of not achieving the New York State Common Core 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 and to be college and career ready.

In Port Jefferson, we provide academic support in the areas of AIS Reading in grades 5-12; AIS Math in grades 1-12; AIS Science and Social Studies in grades 4-12.

Another component of the AIS services are Student Support Services. These are interventions that address barriers to student progress in NYS Learning Standards areas requiring AIS. 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

The screening criteria for each program and grade level are described in the plan.

An analysis of the full student body is conducted every fall to determine students who meet criteria for AIS. In grades K-9, all students are screened in the fall, winter, and spring.

In addition, students can be screened at any time during the school year based on recommendation from the building level team or at the request of the Principal following a parent meeting.

The need for RtI and AIS services for new entrants is evaluated based on school records and classroom performance, with screening provided, as needed. All RtI and AIS providers are notified whenever a new entrant is enrolled.

E. Roles of the Response to Intervention (RtI) and Academic Intervention Services (AIS) Coordinator and Providers

The responsibilities of the Coordinator (Principal or designee):

- Meet with Providers to identify students in need of RtI Tiers II or III, and AIS
- Review quarterly (secondary) or trimester (elementary) progress of students receiving services or progress monitoring
- Ensure that record keeping is maintained by teacher providers including information on services (frequency, etc.)
- Ensure that parental notification is provided by teachers
- Ensure annual parent meetings are held
- Provide District Title I Coordinator with NYSED required updates

The responsibilities of the Provider include:

- Analysis of student scores on state and other measures as identified in the plan
- Annual identification of students who qualify for Response to Intervention (RtI) Tier II or III, and Academic Intervention Services (AIS)
- Structure of intervention/support plan for each student
- Recommend the duration of intervention according to AIS criteria
- Recommendation on the effectiveness of the intervention in accordance with AIS criteria
- Review of RtI and AIS rosters and frequency of services with the building principal
- Coordinate, with the building Principal, the required notification process for RtI and AIS as noted in the plan
- Ensure parent notification letter is placed in each student's file
- Grades K-5, ensure trimester reports are placed in each student's file
- Grades 6-12, AIS progress reported on quarterly report cards

The responsibilities shared by the Principal and the Providers:

Together, the Coordinators and Providers ensure:

- 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 frame for a discussion of appropriate interventions
- Quarterly (secondary) and trimester (elementary) reports on student progress for parents

F. General Criteria for Eligibility:

Student Group	Time of Year	Criteria
Grades K-2	Fall, Winter, & Spring	classroom performance, teacher observation, and results on the measures identified in the plan, including RtI assessments
	Winter and throughout the year	classroom performance, recommendation of IST, performance on measures identified in the plan, including RtI assessments
Grade 3	Fall, Winter, & Spring	classroom performance, teacher observation, and results on the measures identified in the plan, including RtI assessments
	Winter and throughout the year	classroom performance, recommendation of IST, performance on measures identified in the plan, including RtI assessments
Grades 4-5	Fall, Winter, & Spring	score below state criteria on NYS assessments in English language arts (ELA), mathematics and science. In addition, students are eligible based on test levels, class performance, observations, and assessments identified in the plan, including RtI assessments
	Winter and throughout the year	classroom performance, recommendation of IST, performance on measures identified in the plan, including RtI assessments
Grade 6	Fall, Winter, & Spring	score below state criteria on NYS assessments in English language arts (ELA), mathematics and science. In addition, students are eligible based on test levels, class performance, observations, and assessments identified in the plan, including AIS assessments
	Winter and throughout the year	classroom performance, recommendation of CST, performance on measures identified in the plan, including AIS assessments
Grades 6-9	Fall	score below state criteria on NYS assessments in English language arts (ELA), mathematics, science, social studies. In addition, students are eligible based on class performance, observations, and assessments identified in the plan
	Winter and throughout the year	classroom performance or recommendation of IST
Grades 10-12	Fall	score below state criteria on NYS Regents exams in English language arts (ELA), mathematics, science, social studies. In addition, students are eligible based on class performance and end of year results from prior year
	Winter and throughout the year	classroom performance or recommendation of IST
New Entrants	Upon entry	screened and/or records reviewed, and student performance discussion with parents, to determine if student requires academic intervention or support services

G. Provisions of the RtI/AIS Plan and Glossary

Frequency/Intensity of Services:

The initial frequency of the service is determined in the fall, based on the criteria in the plan, which is described by grade level. As the goal is to help students to improve and succeed in meeting the NYS Common Core Learning Standards, the frequency of intervention can be adjusted. In accordance with the regulations for the Response to Intervention (RtI) program, the frequency and intensity of services is evaluated in the fall, winter, and spring for students in grades K-4. For other grades, the frequency and duration of services can be reviewed based on quarterly progress; AIS provider or General Education teacher observations of student performance; or at the request of the IST teams.

Funding Sources:

Federal, state and local funding is used to support RtI and AIS. This includes Title I funds.

Instructional Support Teams:

Building-based team of educators which meets weekly or bi-weekly to discuss the progress of individual students at the request of a teacher or to address concerns raised by a parent, Guidance Counselor, or administrator.

ES IST: Chair, Claudia Smith

Meeting Frequency: Full day, once a month

Referrals: Teacher submits referral packet, or parent or school personnel request a meeting, and the teacher completes the referral packet

Members: guidance counselor, school psychologist, speech teacher, special education teacher, RtI/AIS teachers, classroom teacher, sometimes – school nurse, occupational therapist, or special area teacher

MS IST: Co-chair, Robert Neidig, Principal and Claudia Smith, Assistant Principal

Meeting Frequency: Twice a month (a few periods)

Referrals: Teacher form, parent or guidance counselor concerns go through subject area teacher

Members: Guidance, Psychologist, Social Worker, sometimes – School Nurse, grade level team member (content area and some specialists), or AIS teacher

HS IST: Chair, Kevin Bernier, Assistant Principal

Meeting Frequency: Twice a month (a few periods)

Referrals: A referring teacher, with data collected from all of the student's teachers, and from other personnel - guidance counselor, administrator, social worker, psychologist, speech teacher

Members: Guidance counselor, psychologist, social worker, School Nurse, referring teacher, case manager, or Principal

Parent Notification and Involvement

- The building Coordinator (Principal) ensures that the parent and/or guardian are notified in writing that their child will be receiving services or progress monitoring. This notification is provided in English and translated, when appropriate, into the preferred language of the parent. The commencement of services notification includes:
 - The reason the student needs such services or progress monitoring,
 - A summary of the services to be provided to the student, and
 - The consequences of not achieving expected performance levels.
- The Principal of Title I schools shall ensure that an annual meeting is held to inform parents of the AIS program. The agenda, copies of all handouts, and the sign-in sheet shall be given to the district's Title I Coordinator, as mandated by the New York State Education Department.
- The building Providers shall prepare quarterly (secondary) or trimester (elementary) progress reports for all students who receive services. HS AIS teachers shall provide reports that will be accessible in Power School.

- Parents of the students receiving RtI or AIS 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.
- Parents shall be notified in writing of the ending of the academic intervention services that discontinue prior to the end of the school year. Such notices are provided in English and translated when appropriate. For students entering grades 1-3, the recommendation for the continuance or discontinuance of RtI or AIS services for the following year shall be written on each student's End of Year Report. For students entering grades 4-12, the initial letter shall indicate that services conclude at the end of the school year and students are re-assessed each September.

Monitoring and Review of Student Progress:

The process of monitoring student progress is ongoing.

- The building principal is responsible for monitoring the work of the AIS providers.
- The building principal shall meet with each AIS provider every fall to ensure all students have been correctly identified and scheduled for services.
- Student with Disabilities and students in ESL will be included in the AIS services program, in accordance with the AIS Plan.
- The building principal shall meet periodically with the AIS providers to assess progress of the students in the building.
- The building principal shall submit period reports on the progress of the AIS program to the Executive Director of Curriculum & Instruction and the Superintendent of Schools.

Updating the RtI and AIS Plan:

The district plan will be reviewed annually and revised by a committee with administrative, teacher, and parent representatives. The plan will be presented to the Board of Education for adoption annually.

Record-keeping:

The Providers and, at the secondary level, Guidance Counselors, and the Principal's designee shall ensure the following items are in the Permanent Folder of students receiving progress monitoring or services:

- A record of the student's performance on state assessments. Scores on local assessments used to determine eligibility for RtI or AIS in the student's file (MAT 8, Aimsweb, etc.).
- A copy of the parent notification that a child is in need of RtI or AIS progress monitoring or 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 if services discontinue before the end of the year.
- Grades K-5: trimester reports are placed in each student's file
- Grades 6-8: AIS progress reported on quarterly report cards
- Grades 9-12: AIS progress reported on quarterly report cards
- Parent letter declining direct services, and, when appropriate, acknowledging AIS is mandatory and will include Progress Monitoring

Glossary - Acronyms and Terms

Aimsweb Benchmarking – standardized testing program for grades K-5, administered in the fall, winter, and spring

AIS – Academic Intervention Services: additional instruction and/or student support services which supplement the instruction provided in the general curriculum

BASC – Behavior Assessment System for Children; standardized testing program for AIS other services

Building Teams - Instructional Support Teams

Building teams comprised of the School Psychologist, Guidance Counselor, School Nurse, Social Worker (secondary), RtI/AIS providers (elementary) Classroom or Subject area teacher, and an administrator. The team meets weekly or bi-weekly to discuss the progress of individual students at the request of a teacher or to address concerns raised by a parent, Guidance Counselor, or administrator.

Fountas and Pinnell Benchmarking Assessment System (F & P), used to determine student's instructional reading level

IEP – Individualized Education Plan for students with disabilities

Progress Monitoring Elementary Level (PM) – for Tier I students, identified with a possible need, receiving class-based interventions. Students assessed by an AIS provider bi-weekly using multiple measures.

Progress Monitoring Secondary Level (PM) – for students who received classroom-based interventions, subject area teacher or an AIS provider monitors student progress using multiple measures.

RtI – Response to Intervention program

Tier I – classroom-based intervention provided by the classroom or General Education Teacher

Tier II – intervention with an AIS provider outside the classroom

Tier III - more intensive intervention with an AIS provider outside the classroom

Scoring below 30% - measure used to identify students for Tier II services (ES) and placement in an AIS class (secondary) for grade levels without specified proficiency levels from the New York State Education Department

STAR Reading-The STAR Renaissance Reading assessment measures reading comprehension and skills of independent reading. The assessment measures progress in five domains: Word Knowledge and Skills; Comprehension Strategies and Constructing Meaning; Analyzing Literary Text; Understanding Author's Craft; and Analyzing Argument and Evaluating Text. STAR Reading is a computer-adaptive test, administered on computer for approximately 15-20 minutes. The program continually adjusts the difficulty of each child's test by choosing each test question based on the child's previous response.

STAR Math – STAR Renaissance Math assessment is an online assessment program. The assessment measures progress in the domains of: numbers and operations; algebra; geometry; measurement; data analysis; statistics; and probability. STAR Math is a computer-adaptive test, administered on computer for approximately 15-20 minutes. The program continually adjusts the difficulty of each child's test by choosing each test question based on the child's previous response.

Universal Screening – assessment of all students on a grade level, to identify students who are at-risk of having learning difficulties in English Language Arts or Mathematics.

G. Summary of RtI and AIS Services

English Language Arts: Grades K-5

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
			Type	Frequency/ Intensity	
K	Initial: Pre-K results see description on page 13	Benchmark results: 2 or more scores below 30%, in conjunction with classroom performance	RtI Tier I	<u>Tier I</u> – in the classroom •Differentiation of instruction by classroom teacher •biweekly Progress Monitoring by Reading teacher, for potentially at-risk students	Evaluation of Benchmark results: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance
	Fall Aimsweb Benchmarking		RtI Tier II	<u>Tier II</u> – with AIS teacher •2x per week 40 min. per session – small group	
	Winter Aimsweb Benchmarking		RtI Tier III	<u>Tier III</u> •3x per week 40 min. per session – small group	
1	Fall Aimsweb Benchmarking	2 or more scores below 30%, in conjunction with classroom performance	RtI Tier I	<u>Tier I</u> •Differentiation of instruction by classroom teacher •biweekly PM by Reading teacher	Evaluation of Benchmark results: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance
	Winter Aimsweb Benchmarking		RtI Tier II	<u>Tier II</u> •3x per week 40 min. per session – small group	
	Spring Aimsweb Benchmarking	Fountas & Pinnell Fall below Level B Winter below Level F Spring below Level H	RtI Tier III	<u>Tier III</u> •5x per week 40 min. per session – small group	
	Fountas & Pinnell Benchmarking Fall Winter (if concern) Spring				
2	Fall STAR Benchmarking	2 or more scores below 30%, in conjunction with classroom performance	RtI Tier I	<u>Tier I</u> •Differentiation of instruction by classroom teacher/ •biweekly PM by Reading teacher	Evaluation of Benchmark results: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance
	Winter STAR Benchmarking		RtI Tier II	<u>Tier II</u> •3x per week 40 min. per session – small group	
	Spring STAR Benchmarking	Fountas & Pinnell Fall below Level H Winter below Level K Spring below Level L	RtI Tier III	<u>Tier III</u> •5x per week 40 min. per session – small group	
	Fountas & Pinnell Benchmarking Fall Winter (if concern) Spring				

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
English Language Arts: Grades K-5

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
All grades/ subjects	Entry Assessment	Entry Criteria	Type	Frequency/ Intensity	
3	Fall STAR Benchmarking Winter STAR Benchmarking Spring STAR Benchmarking Fountas & Pinnell Benchmarking Fall Winter (if concern) Spring Practice ELA as pre-assessment (3 rd grade first year of NYS ELA)	2 or more scores below 30%, in conjunction with classroom performance Fountas & Pinnell Fall: below Level L Winter: below Level N Spring: below Level O End of 3 rd grade assessment administered in the fall, accuracy on approximately 40% or less	RtI Tier I RtI Tier II RtI Tier III	<u>Tier I</u> •Differentiation of instruction by classroom teacher/ •monthly PM by Reading teacher <u>Tier II</u> •3x per week 40 min. per session – small group <u>Tier III</u> •5x per week 40 min. per session – small group	Evaluation of Benchmark results: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance
4	FALL: * NYS ELA Proficiency Level from Grade 3 * STAR Benchmarking * Fountas & Pinnell Level Winter: * STAR Benchmarking * Fountas & Pinnell, if needed * Practice ELA Spring: STAR Benchmarking	FALL: * ELA Level 1, Level 2, some Low 3's from grade 3 * STAR below 30% * Fountas & Pinnell Fall: below Level O Winter: below Level Q Spring: below Level R * Winter practice ELA, markedly low performance	RtI Tier I RtI Tier II RtI Tier III	<u>Tier I</u> •Differentiation of instruction by classroom teacher •monthly PM by Reading teacher <u>Tier II</u> •3x per week 40 min. per session – small group	Evaluation of Benchmark results: Fall – mid to high 3, with corresponding performance improvement in the classroom, Fall, Winter, Spring: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
English Language Arts: Grades K-5

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
All grades/ subjects	Entry Assessment	Entry Criteria	Type	Frequency/ Intensity	
5	FALL: * NYS ELA Proficiency Level from Grade 4 * Grade 4 spring benchmark STAR results * Fountas & Pinnell Winter: * STAR Benchmarking * Fountas & Pinnell, if needed * Practice ELA Spring: STAR Benchmarking	FALL: * ELA Level 1, Level 2, some Low 3's * STAR below 30% * Fountas & Pinnell Fall: below Level R Winter: below Level T Spring: below Level U * Winter practice ELA, markedly low performance on	RtI Tier I RtI Tier II RtI Tier III	<u>Tier I</u> •Differentiation of instruction by classroom teacher •monthly PM by Reading teacher <u>Tier II</u> •3x per week 40 min. per session – small group	Evaluation of Benchmark results: Fall – mid to high 3, with corresponding performance improvement in the classroom, Fall, Winter, Spring: Increase in performance above 30%, in Benchmark tests and Progress Monitoring performance, and more consistent classroom performance

NOTE: Students in Pre-Kindergarten are assessed in the fall and spring of each year

Pre-Kindergarten Local Assessments:

Fall - Identify uppercase and lowercase letters out of 26; write name; count 6 stars; identify 5 shapes; identify 2 patterns; teacher observation of behavior and social interactions .

Spring - Identify uppercase and lowercase letters out of 26; write name; count sequentially as high as can go; identify numbers to 22; identify 8 shapes, identify 2 patterns; and teacher observation of behavior and social interactions.

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
English: Grades 6-8

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
			Type	Frequency/ Intensity	
6	FALL: Grade 5 ELA Throughout the year: Teacher Recommendation IST Recommendation FALL: STAR Assessment WINTER: STAR Assessment SPRING: STAR Assessment	FALL: Scoring below ELA Proficiency Level from Grade 5 as per state cut point Multiple measures of classroom performance and grades STAR Assessment Results: 30 th percentile and below	Reading AIS	One instructional period, alternating day, in a small group	NYS ELA 6 above NYSED cutpoint STAR assessment of 30% or higher Classroom performance
7	FALL: Grade 6 ELA Throughout the year: Teacher Recommendation IST Recommendation FALL: STAR Assessment WINTER: STAR Assessment SPRING: STAR Assessment	FALL: Scoring below ELA Proficiency Level from Grade 6 as per state cut point Multiple measures of classroom performance and grades STAR Assessment Results: 30 th percentile and below	Reading AIS	One instructional period, alternating day in small group	NYS ELA 7 above NYSED cutpoint STAR assessment of 30% or higher Classroom performance
8	FALL: Grade 7 ELA Throughout the year: Teacher Recommendation IST Recommendation FALL: STAR Assessment WINTER: STAR Assessment SPRING: STAR Assessment	FALL: Scoring below ELA Proficiency Level from Grade 7 as per state cut point Multiple measures of classroom performance and grades STAR Assessment Results: 30 th percentile and below	Reading AIS	One instructional period, alternating day in small group	NYS ELA 8 above NYSED cutpoint STAR assessment of 30% or higher Classroom performance

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan, English: Grades 9-12

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Assessment and/or Criteria
			Type	Frequency/ Intensity	
9	FALL: Grade 8 ELA Throughout the year: Teacher Recommendation IST Recommendation FALL: STAR Assessment WINTER: STAR Assessment SPRING: STAR Assessment	FALL: Scoring below ELA Proficiency Level from Grade 8 as per state cut point Multiple measures of classroom performance and grades STAR Assessment Results: 30 th percentile and below	Reading AIS	One instructional period, alternating day in small group	STAR assessment of 30% or higher Classroom Performance Earning a 75% or higher on the Final Exam and/or the course for English 9
10	Final Exam from grade 9 Final Grade from grade 9 STAR results from Spring assessment	Final Exam below 65% Final Grade below 65% Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring Classroom Observations	One instructional period, alternating day in small group	Earning a 75% or higher on the Final Exam and/or the course for English 10
11	Final Exam from grade 10 Final Grade from grade 10	Final Exam below 65% Final Grade below 65% Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring Classroom Observations	One instructional period, alternating day in small group	Earning a 75% or higher on the NYS Comprehensive English Regents and/or the course for English
12	NYS Comprehensive English Regents Final Exam from grade 11 Final Grade from grade 11	Final Exam/Regents below 65% Final Grade below 65% Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring Classroom Observations	One instructional period, alternating day in small group	Earning a 75% or higher on the NYS Comprehensive English Regents and/or the course for English

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
Mathematics: Grades K-5

Grade Level	Assessment Measures:	Entry Criteria:	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
K	Classroom-based instruction and differentiation				
1	AIMSweb Benchmark (universal screener) M-COMP Report Card	30% → Below CST Referral supported with artifacts	Math Support •Small Group Instruction •Progress Monitoring with AIMSweb	2x/week 80 min. total	<ul style="list-style-type: none"> • Performing at grade level at conclusion of school year • Scoring above 30% in AIMSweb Benchmark (<i>Spring Assessment</i>)
2	STAR M-COMP M-CAP Report Card	30% → Below CST Referral supported with artifacts	Math Support •Small Group Instruction •Progress Monitoring with AIMSweb	2x/week 80 min. total	<ul style="list-style-type: none"> • Performing at grade level at conclusion of school year • Scoring above 30% in AIMSweb Benchmark (<i>Spring Assessment</i>)
3	STAR Benchmark (universal screener) Report Card	STAR 30% → Below CST Referral supported with artifacts	Math Support •Small Group Instruction •Progress Monitoring with STAR	2x/week 80 min. total	<ul style="list-style-type: none"> •Performance on Grade 3 NYS Math Assessment above NYS Cutoff • Scoring above 30% in STAR Benchmark (<i>Spring Assessment</i>)
4	STAR Benchmark (universal screener) NYS Math 3 Assessment Report Card	STAR 30% → Below CST Referral supported with artifacts Scoring below Math Proficiency Level from Grade 3 as per state cut point	Math Support •Small Group Instruction •Progress Monitoring with STAR	2x/week 80 min. total	<ul style="list-style-type: none"> • Beginning of 4th: NYS Math 3 Assessment above the NYS Cutoff • Scoring Above 30% in STAR (<i>Spring Benchmark</i>) • Beginning of 5th: NYS Math 4 Assessment above NYS Cutoff
5	STAR Benchmark (universal screener) NYS Math 4 Assessment	STAR 30% → Below CST Referral supported with artifacts Scoring below Math Proficiency Level from Grade 4 as per state cut point	Math Support •Small Group Instruction •Progress Monitoring with STAR	2x/week 80 min. total	<ul style="list-style-type: none"> • Beginning of 5th: NYS Math 4 Assessment above the NYS Cutoff •Scoring Above 30% in STAR (<i>Fall Benchmark</i>) • End of 5th: NYS Math 5 Assessment above NYS Cutoff

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
Mathematics: Grades 6-8

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
6	NYS Math 5 Assessment STAR Final Exam from grade 5 Final Grade from grade 5	Scoring below Math Proficiency Level from Grade 5 as per state cut point STAR 30% or below Low Level 3 – IST or Teacher Referral	Math Support •Small Group Instruction •Progress Monitoring	One instructional period, alternating day in small group	NYS Math 6 above NYSED cutpoint STAR assessment of 50% or higher Classroom performance
7	NYS Math 6 Assessment STAR Final Exam from grade 6 Final Grade from grade 6	Scoring below Math Proficiency Level from Grade 6 as per state cut point STAR 30% or below Low Level 3 – IST or Teacher Referral	Math Support •Small Group Instruction •Progress Monitoring	One instructional period, alternating day in small group	NYS Math 7 above NYSED cutpoint STAR assessment of 50% or higher Classroom performance
8	NYS Math 7 Assessment STAR Final Exam from grade 7 Final Grade from grade 7	Scoring below Math Proficiency Level from Grade 7 as per state cut point STAR 30% or below Low Level 3 – IST or Teacher Referral	Math Support •Small Group Instruction •Progress Monitoring	One instructional period, alternating day in small group	NYS Math 8 above NYSED cutpoint STAR assessment of 50% or higher Classroom performance

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
Mathematics: Grades 9- 12

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
			Type	Frequency/ Intensity	
9	NYS Math 8 Assessment STAR Final Exam from grade 8 Final Grade from grade 8	Scoring below Math Proficiency Level from Grade 8 as per state cut point STAR 30% or below Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring with STAR Classroom Observations Increased instructional time in Algebra I CC	All students enrolled in Algebra I CC will have an additional period of instruction in Algebra I every other day. If needed, one instructional period, alternating day in small group	Students in Algebra I with Lab will be enrolled through June. A score of 75% or higher on the Regents and/or in the course STAR assessment of 50% or higher Classroom performance
10	NYS Regents Exam Final Exam from grade 9 Final Grade from grade 9	Final/Regents Exam below 65% Final Grade below 65% Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring with STAR Classroom Observations	one instructional period, alternating day in small group	Regents or Final Exam score of 75% or higher STAR assessment of 50% or higher Classroom performance
11	NYS Regents Exam or Final Exam from grade 10 Final Grade from grade 10	Final/Regents Exam below 65% Final Grade below 65% Multiple measures of classroom performance and grades Teacher and IST Recommendation	Small group instruction Progress Monitoring with STAR Classroom Observations	one instructional period, alternating day in small group	Regents or Final Exam score of 75% or higher STAR assessment of 50% or higher Classroom performance

<p style="text-align: center;">12</p>	<p>NYS Regents Exam</p> <p>Final Exam from grade 11</p> <p>Final Grade from grade 11</p>	<p>Final/Regents Exam below 65%</p> <p>Final Grade below 65%</p> <p>Multiple measures of classroom performance and grades</p> <p>Teacher and IST Recommendation</p>	<p>Small group instruction</p> <p>Progress Monitoring with STAR</p> <p>Classroom Observations</p>	<p>one instructional period, alternating day in small group</p>	<p>Regents or Final Exam score of 75% or higher</p> <p>STAR assessment of 50% or higher</p> <p>Classroom performance</p>
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PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
Social Studies and Science, Grades 4-12

Grade Level	Assessment Measures	Entry Criteria	Academic Services Provided		Exit Criteria
				Monitoring Procedures	
4-5	Social Studies: Classroom Assessments and Report Card Grades	Scoring below the district approved passing grade	Differentiated Instruction	Informal assessment	Scoring above the district approved passing grade
	Science: Grade 4 Science Assessment, Classroom Assessments and Report Card Grades	Grade 5 Science: Earning less than a Level 3 (below 65) on the grade 4 test	Small Group Work Technology Enhancements	Formal assessment NYS Exam Lab performance	
6-8	Social Studies: Classroom Assessments and Report Card Grades	Scoring below the district approved passing grade	Extra Help	Informal assessment	Scoring above the district approved passing grade
	Science: Classroom Assessments and Report Card Grades		Differentiated Instruction Small Group Work Technology Enhancements	Formal assessment NYS Exam Lab performance	
9-12	Social Studies: Classroom Assessments and Report Card Grades	Scoring below the district approved passing grade	Extra Help	Informal assessment	Scoring above the district approved passing grade
	Science: Grade 8 Science Assessment, Regents Exam Scores, Classroom Assessments and Report Card Grades	Grade 9 Science: Earning less than a Level 3 (below 65) on the grade 8 test Scoring below 65% on Regents exam	Differentiated Instruction Small Group Work Technology Enhancements Academic Grouping in Courses	Formal assessment NYS Exam Regents Exam Lab performance	

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan
Other Services

School guidance, social work, psychological counseling and intervention ERSS (Education Related Support Services) and RTI related behavior intervention services, direct and indirect; services to improve attendance; coordination of services provided by other agencies; behavior management; and study skills.

Grade Level	Academic Services Provided		Typical Delivery and Length of AIS Service	Exit Criteria
	TYPE OF PROVIDER Guidance Counselor Psychologist Social Worker Principal	TYPE OF OTHER AIS SERVICE		
K-5	Guidance Counselor and/or Psychologist	-Consultation -Classroom strategies -Behavior Intervention Plans -Student Observations -Counseling -Classroom lessons -Assessments -Parent education	Tier I- indirect services, PBIS Tier II- direct services weekly counseling (30-40 minute) Tier III- behavior intervention plans Team meetings	AIMSWEB Behavior, BASC, academic assessments, observations, behavioral data, work samples
6-8	Guidance Counselor and/or Psychologist	-Classroom strategies -Counseling -Classroom push-ins -Parent education -Academic interviews	Tier I - indirect services Tier II – direct services counseling (30-40 minute) Tier III – Parent, Team, IST Meetings	academic assessments, observations, behavioral data, work samples
9-12	Guidance Counselor, Social Worker and/or Psychologist	-Consultation -Classroom strategies -Functional Behavior Assessments -Behavior Intervention Plans -observations -counseling -assessments -parent education -Parent/Team meetings	1. Indirect Services are provided (consultation, meetings, observations, etc.) 2. Direct Services-to include but not limited to: Counseling, Assessments, parent education, teacher/parent team meetings, CBA, etc.) 3. Referrals for additional support – FBA/BIP, assessments, parent education, Refer to 504/CSE	BASC, Academic assessments, observations, behavioral data, work samples, teacher/parent report

PORT JEFFERSON UNION FREE SCHOOL DISTRICT
Academic Intervention Services Plan

APPENDIX
Sample Parent Letters

PORT JEFFERSON UNION FREE SCHOOL DISTRICT

Academic Intervention Services Plan

Parent Letters

Elementary School AIS:

Reading: For the Edna Louise Spear Elementary School Reading RtI/AIS program, parent letters are customized for each grade level and season as listed below. One sample is attached.

- Kindergarten RtI
 - Fall Benchmarking letter
 - Winter Benchmarking letter
- First Grade RtI
 - September letter
 - Fall Benchmarking letter
 - Winter Benchmarking letter
- Second Grade RtI
 - September letter
 - Fall Benchmarking letter
 - Winter Benchmarking letter
- Third Grade RtI
 - September letter, based on grade 2 Aimsweb
 - October letter, based on STAR testing
- Fourth Grade RtI
 - September letter, based on 3rd grade ELA
 - October letter, based on STAR
 - January letter, based on STAR
- Fifth Grade RtI
 - September letter, based on 4th

Math: For the Edna Louise Spear Elementary School Math AIS program, parent letters are organized as listed below.

- New Entrant
 - K-1, AIMSweb, screening letter, qualifying letter
 - 2-5, STAR, screening letter, qualifying letter
- Grade 1, based on AIMSweb
 - September letter
 - Fall Benchmarking letter
 - Winter Benchmarking letter
- Grades 2-5
 - September letter grade 4, based on Grade 3 NYS Math
 - September letter grade 5, based on Grade 4 NYS Math
 - November letter, grades 2-5, based on STAR
 - Winter letter, grades 2-5, based on STAR

Middle School AIS: sample attached

- Grades 6-8, ELA and Math

High School AIS:

- Grades 9-12, ELA
- Grades 9-12, Math

Sample Parent Letter



EDNA LOUISE SPEAR ELEMENTARY SCHOOL

500 Scraggy Hill Road
Port Jefferson, NY 11777
(631) 791-4300

Paul Casciano, Ed.D.
Interim Superintendent of Schools

Thomas J. Meehan
Principal

Claudia Smith
Assistant Principal

<Date>

Dear Parent/Guardian of: _____

The New York State Education Department requires schools to provide Academic Intervention Services (AIS) to students believed to be at risk of not meeting the New York State Common Core Learning Standards which are benchmarks that students must achieve to be college or career ready.

This past year, the New York State Education Department implemented a new assessment system for students in grades 3-8, which resulted in lower scores across the state. The Deputy Commissioner has provided schools with guidance as to which students require remediation in the form of small group instruction and which students should receive differentiated instruction as a support within the classroom structure. For the 2016-2017 school year, students who received a Scaled Score of ___ or below, on the Grade 3 English Language Arts Assessment, are indicated to receive AIS support through small group instruction.

Please note, that in addition to using the New York State English Language Arts Assessment scores as a qualifying indicator for AIS services, Port Jefferson School District also uses multiple measures that include teacher recommendation based on classroom performance.

Your child's score on the Grade 3 English Language Arts Assessment is: _____

The service that is recommended for your child is:

Small group support in targeted area with _____
3 times per week 40 minutes per session

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 and will be college or career ready at the conclusion of their schooling.

Please contact your child's AIS provider indicated above for additional information or contact my office.

Sincerely,

Thomas Meehan
Principal

Port Jefferson Middle School

350 Old Post Road
Port Jefferson, New York 11777
(631) 791-4400 ■ Fax (631) 476-4430

<Date>

Dear Parent/Guardian of «First_Name» «Last_Name»:

The Port Jefferson School District is committed to ensuring that all of our students receive the appropriate interventions necessary for them to meet the New York State Common Core Learning Standards and benchmark assessments that are aligned with them. The provision for Academic Intervention Services (AIS) is also required by Commissioner's Regulations, Part 100.2, for students who either currently do not meet proficiency levels on elementary, intermediate, or commencement level state assessments, or who are at risk for not meeting standards. AIS services can take many forms, including but not limited to meeting with an AIS provider on an alternating day basis, intervention provided by the classroom teacher or special education teacher, or monitoring student performance.

Your child's score on either the New York State ELA or Math Assessment has qualified them for AIS services in the school. For your convenience you can find their respective score(s) below. I have also provided the State's cut scores for mandated AIS services on the reverse side of this letter.

NYS ELA Assessment: «ELA_Score»

NYS Math Assessment: «Math_Score»

Currently, your child is receiving AIS services in the following manner:

«AIS_Reading» AIS Reading, meeting on an alternating day schedule. (Please refer to your child's schedule for the service providers name.)

«AIS_Math» AIS Math, meeting on an alternating day schedule. (Please refer to your child's schedule for the service providers name.)

«Progress_Monitoring_Special_Education_» Progress monitoring by a special education teacher.

«Progress_Monitoring_Classroom_Teacher_» Progress monitoring by a general education teacher.

During the course of the school year you will receive progress reports and will have the opportunity to conference with «First_Name»'s service provider(s). You may also provide considerable help to «First_Name» by offering encouragement and reinforcing skills at home.

If you have any questions or concerns, please feel free to contact «First_Name»'s AIS teacher, classroom teacher, or myself, if the questions are general in nature.

Sincerely,

Robert Neidig, Ed.D.
Principal

