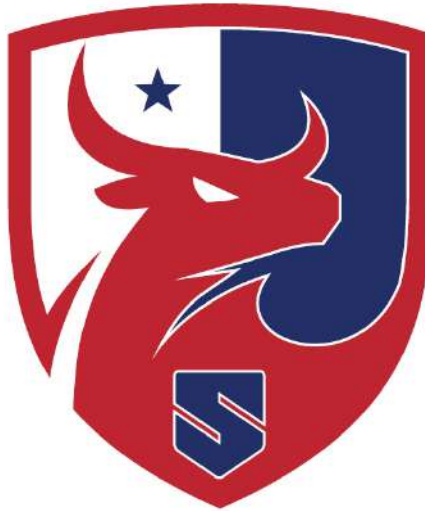


Smithtown Central School District



Response to Intervention/Academic Intervention Services Plan

September 2024 – June 2026

SMITHTOWN CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

2024-2025

Michael Catalanotto, President
Michael Saidens, Vice President
Matthew Gribbin, Trustee
John Savoretti, Trustee
Kevin Craine, Trustee
Emily Ciani, Trustee
Dana Fritch, Trustee

Mark Secaur, Ed.D.
SUPERINTENDENT OF SCHOOLS

Daniel J. Helmes
ASSISTANT SUPERINTENDENT
FOR PUPIL PERSONNEL SERVICES

Neil D. Katz
ASSISTANT SUPERINTENDENT
FOR PERSONNEL

Kevin R. Simmons, Ed.D.
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND ADMINISTRATION

Paul Strader II
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND ASSESSMENT

Andrew R. Tobin
ASSISTANT SUPERINTENDENT
FOR FINANCE & OPERATIONS

2023 – 2024 RTI/AIS Committee

Response to Intervention/Academic Intervention Services Committee 2023 - 2024		
Member	Role	Representation
Andriaccio, Dr. Kristen	Director of Professional Learning & Student Intervention Services	Committee Chair, SSAA
Agostino, Gena	Reading Teacher, 6 - 8	STA
Babino, Angelica	K-12 Math Director	Administrator
Beglane, Martha	Math AIS Teacher, 6 - 8	STA
Benvenuto, Dr. Charles	K-12 Social Studies Director	Administrator
Christian, Kimberly	High School Teacher	STA
Cimino, Mark	Math AIS Teacher, 9 -12	STA
Clark, Dr. Brenda	Administrator for Special Education	SSAA
Cohen, Roni	Reading Teacher, K-5	STA
Colon, Kevin	Administrator for Guidance	SSAA
Haggerty, Marissa	Math AIS Teacher, K - 5	STA
Hellmuth, Timothy	Elementary Principal	SSAA
Ingoglia, Raina	K-12 ELA Director	SSAA
Kolahifar, Christina	Reading Teacher, K - 5	STA
Kropp, Carrie	Math AIS Teacher, 9 - 12	STA
Levitan-Cole, Christine	Reading Teacher, K - 5	STA
Micari, Jennifer	Reading Teacher, 9 - 12	STA
O'Brien, Dr. Stephanie	K - 12 Science Director	SSAA
Reilly, Erin	Math AIS Teacher, K - 5	STA
Shaughnessy, Raemala	Math AIS Teacher, K - 5	STA
Stein, Dr. Elizabeth	Special Education/UDL Coach	Higher Ed
Villalta, Brandie	Math AIS Teacher, K-5	STA

Viola, Elise	Special Education Elementary Teacher	STA
Whalen, Ronnie	Teacher Assistant, 6 - 8	STA

Table of Contents

Introduction.....	1
Response to Intervention.....	1
Minimum Requirements	2
Essential Components	3
Multi-Tiered Instructional Support System	3
Assessment.....	5
Screening.....	5
Progress Monitoring and Documentation	6
Academic Intervention Services	7
Frequently Asked Questions	13
APPENDICES	15
Appendix A - District Criteria for Response to Intervention K – 5 Reading and Mathematics	16
Appendix B - District Criteria for Academic Intervention Service Grades 4 - 12	29

INTRODUCTION

The Smithtown Central School District's Response to Intervention/AIS plan was developed to meet the requirements to Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations. School districts are required to provide instructional and student support services when students are at risk of meeting the New York State Learning Standards.

Academic Intervention Services (AIS) are defined as supplemental instructional and student support services designed to help students achieve the New York State Learning Standards. Academic Intervention Services are direct services intended to support students who are identified as being at risk of not achieving the NYS Learning Standards in English language arts and mathematics in grades K – 12 and science and social studies in grades 4 – 12.

A school district may offer a Response to Intervention program in lieu of providing Academic Intervention Services to eligible students provided that:

- a) the RTI program is provided in a manner consistent with subdivision (ii) of Commissioner's regulations 100.2;
- b) the RTI program is made available at the grade levels and subject areas for which students are identified as eligible for AIS; and
- c) all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program

The Smithtown Central School District provides a Response to Intervention program in reading and mathematics in grades K – 5.

RESPONSE TO INTERVENTION

New York State defines RTI as a multi-tiered practice of providing varying levels of high-quality instruction/intervention matched to student needs and using learning rate over time and level at performance to make important educational decisions about an individual students. The RTI approach identified general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction.

Response to Intervention's purpose is to provide a process for school-based teams to design, implement, and evaluate educational interventions to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps.

The New York State Education Department has established a policy framework for RTI that includes school-wide screenings, minimum components of an RTI program, parental notification, and the use of RTI in the identification of students with learning disabilities.

Minimum Requirements

An RTI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following components.

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
 - a. appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;
 - b. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
 - c. instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
 - d. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;
 - e. the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services, and the decision to make a referral for special education programs and/or services; and
 - f. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - i. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
 - ii. strategies for increasing the student's rate of learning; and
 - iii. the parents' right to request an evaluation for special education programs and/or services.
2. A school district shall define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
3. A school district ensures that staff has the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision. [8 NYCRR 100.2(ii)]

Essential Components

Multi-Tiered Instructional Support System

A rigorous intervention system provides for the early identification of learning challenges and timely intervention for students who are at risk. This system includes three tiers of intensity which represent a continuum of support:

Tier 1

Instruction at Tier 1 includes the core curriculum and the instructional practices used for all students. The instruction is provided by the classroom teacher and includes:

- Daily instruction in the core curriculum
- Instructional practices that are culturally and linguistically responsive
- Differentiated learning activities to target individual needs
- Accommodations (such as preferential seating, checking for understanding, etc.) to address individual needs

Assessment

Assessments are provided by the classroom teacher for all students to identify those who may be at-risk and to monitor progress throughout the year. These include:

- Screenings for all students
- Progress monitoring of at-risk students
- Documentation of student's response to interventions
- Outcome assessments at year end, using state and district assessments

Tier 2

Instruction at Tier 2 involves small-group, supplemental instruction for students. This instruction is provided by an intervention service provider. Tier 2 instruction involves clearly articulated, targeted interventions to meet students' identified needs.

Students receiving special education or ENL services will also receive supplemental intervention services if they qualify.

Data-Based Decision Making

Service providers and classroom teachers will review progress monitoring data, screening data, and classroom performance to determine if an intervention has been successful or requires a change.

- Review of progress must include documentation (screening data, progress monitoring data, and classroom assessments). Intervention and progress reports are maintained in RTI.
- Reviews will be conducted and progress reports will be entered into RTI at the end of each trimester.
- Movement to Tier 1 or within Tier 2 (change of service) may occur at any time based upon review of individual student progress.
- Students demonstrating insufficient progress will be referred to the building's IST to review current interventions and consider movement to Tier 3.
- Parents will be notified of any changes to a student's tier level.

Tier 3

Instruction at Tier 3 involves small-group or individual intensive instruction. Tier 3 instruction is differentiated, direct, explicit, and systematic.

Assessment

To determine placement in Tier 3, further review will be conducted for students whose data indicates insufficient progress in Tier 2.

- Diagnostic testing will be conducted, if determined at the time of the IST review.
- Progress monitoring will be conducted by the AIS teacher
- Documentation of student progress will be maintained by the AIS teacher

Data-Based Decision Making

The building Instructional Support Team will review the student's progress monitoring data, screening data, and classroom performance to determine if an intervention has been successful or requires a change.

- Review of progress must include documentation (screening data, progress monitoring data, classwork, and classroom assessments). Interventions and progress reports are maintained in Frontline RtI.
- Reviews and progress reports will be conducted minimally on or about the end of each marking period.
- Movement to Tier 1 or within Tier 2 (change of service) may occur at any time based upon a review of individual student progress
- Students demonstrating insufficient progress will be referred to the building's IST to review current interventions and consider movement to Tier 3.
- Classroom teachers may at any time refer a student to IST who is experiencing difficulty within the classroom.
- Parents must be notified of any changes to a student's tier level.
- Movement to Tier 2 or within Tier 3 (change of service) may occur at any time based upon review of individual student progress.
- Students whose data indicates insufficient progress will be considered for a referral to the Committee on Special Education (CSE) for further evaluation.
- Parents must be notified of any changes to a student's tier level and/or a referral to CSE.

Assessment

Screening

All kindergarten through fifth-grade students are screened three times per year. NWEA MAP Growth K – 2 is administered to first-grade students, and NWEA MAP Growth 2 – 5 is administered to students in grades 2 – 5. Additionally, all kindergarten students are screened in FastBridge. These assessments initially identify those students who fall below, meet, or exceed grade-level expectations and establish a baseline for future evaluations. For students who score below the designated cut point on the screening, further review is conducted to more accurately predict if individual students are at risk for poor learning outcomes. This may include additional testing, observations, short-term progress monitoring, and/or other data analysis to confirm a student's at-risk status.

Progress Monitoring and Documentation

Progress monitoring provides a quick and reliable means to document student performance over time. Progress monitoring tools must accurately match the identified needs of students. Progress monitoring data enables teachers to:

- review student progress
- evaluate the effectiveness of an intervention and develop an instructional plan
- identify the need for additional information
- analyze and interpret gaps between baseline and achievement

ACADEMIC INTERVENTION SERVICES

This The Smithtown Central School District, located in Suffolk County, is a district of seven elementary schools, three middle schools and two high schools. The Board of Education in the Smithtown Central School District is committed to success for all students. For those students in need of support to achieve proficiency in New York State learning standards, an Academic Intervention Services plan is adopted.

Academic Intervention Services include two components: additional instruction and/or student support services. These are intended to supplement the instruction in the general curriculum and assist students in meeting the NYS Learning Standards. Strategies and interventions are research-based and are selected to meet the needs of the learner. 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 science. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled individuals; however, such services shall be provided to the extent consistent with each student's individualized education program.

In accordance with and in conjunction with State Education Department regulations, the plan will provide assistance to students in English language arts and mathematics in grades K-12 and in social studies and science in grades 4-12. The ultimate goal is to prepare all students to satisfy graduation requirements.

Student Identification

The district has an ongoing system of student identification based on review of multiple data points. All buildings have an Instructional Support Team (IST) in place that includes building administrators, the school psychologist, teachers, and other support personnel. When appropriate, the team makes recommendations as to which AIS service(s) best meet the needs of students.

Eligibility

Any student who scores below the designated performance levels on elementary, intermediate or commencement level state assessments in English language arts, mathematics, social studies, or science will be considered for academic intervention services. Furthermore, those at risk of not meeting state standards as indicated through other identification procedures may qualify. Similarly, English language learners who fall below designated performance standards will also receive assistance.

According to the New York State Part 100 Regulations, "The District is required to provide services to all students who meet the guidelines for eligibility. Parent(s) may provide, at their

own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the child in the appropriate educational programs, including academic intervention services provided by the district, nor does it allow for parent(s) to keep their child out of academic intervention services.”

State Assessments

All NYS Assessments given in grades 3 through 8 and Regents examinations required for graduation will be used for consideration in identifying the need for academic intervention services.

Determination of Need/Evidence of Progress

The following are performance indicators:

- ❖ New York state assessments
- ❖ Classroom performance and assessments
- ❖ Uniformly administered district assessments
- ❖ Formative assessments
- ❖ Report card grades
- ❖ Diagnostic assessments
- ❖ Student writing samples
- ❖ Oral reading assessments
- ❖ Local final examinations
- ❖ Anecdotal records
- ❖ Attendance records
- ❖ Other student records, reports, and evaluations including discipline records, health-related issues, mobility issues, or family issues

Range of Academic Intervention Services

The intensity of the service, its duration, and the delivery model (frequency and size of group) will be determined based on the individual needs of the student and may include the following:

- ❖ Scheduling additional class time
- ❖ Small group instruction in a push-in or pull-out model
- ❖ Extended day programs
- ❖ Alternative education placement
- ❖ Progress monitoring

Range of Support Services

Coordination of services, based on individual need, may include the following:

- ❖ Attendance intervention/monitoring
- ❖ Discipline intervention/monitoring
- ❖ Family-related assistance
- ❖ Health-related assistance
- ❖ Nutrition-related assistance
- ❖ Speech and language assistance
- ❖ OT/PT assistance
- ❖ Counseling services (via school counselor, social worker, or psychologist)

Procedure

The process used to identify, implement, and evaluate students will be consistent. The services provided will be age appropriate, and the guidelines will vary by grade. All students serviced in

grades K-12 will be identified by criteria applicable to those grades. Students will be eligible for academic intervention services if they are determined to be at risk of not meeting state standards according to criteria established by the district.

The enclosed plan provides information in chart form. For each grade, four columns are identified: initial screening, confirmation screening, range of services, and exit criteria. This format enables the professional staff to identify objective criteria to determine eligibility, identify a plan of action, and enable a student to complete the intervention plan. The criteria for terminating AIS will relate directly to the initial screening. The instructional support team may decide that an individual student should continue to receive services for a specified amount of time, even though the exit criteria have been met.

Record Keeping

A record of academic intervention services a student receives shall be included in the district's student management system. A copy of the parental notification indicating that a child is receiving academic intervention services or has met exit criteria will be kept in the student's cumulative folder.

Parental Notification

The parents/guardians of a student receiving AIS will be notified in writing by the building principal. This notification shall be provided in English and translated, whenever possible, into the native language or mode of communication of the parent.

The commencement of services notification will include the following:

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

Reports to parents will appear on each report card. Progress for **Direct** Academic Intervention Services is reported using the following designations:

- NE – New Entrant
- SP – Sufficient Progress
- IP – Insufficient Progress
- SA – Satisfactory Attendance
- UA – Unsatisfactory Attendance
- HI – Student on Home Instruction
- BW – AIS Services Provided by BOCES/Wilson Tech
- EC – Exit Criteria Met

Progress for **Monitoring** Services is reported using the following designations:

- ❖ NE – New Entrant
- ❖ MC – Monitoring Continues

❖ EC – Exit Criteria Met

Parents shall be notified of the termination of academic intervention services. Such notices shall be provided in English and translated, whenever possible, into the native language or mode of communication of the parent. Ongoing communication with school personnel shall be provided to parents of the students receiving academic intervention services.

Parental Involvement

Parents are encouraged to be involved in a variety of classroom and school activities that have been designed to help parents support their children's learning at home. The district provides policy information on the district's website. Additionally, parents are encouraged to access the parent curriculum resources which are posted and continually updated on the district website. This allows parents to have access to the goals and expectations for their children as they proceed through their educational program and work to meet the demands of the NYS Learning Standards.

On the secondary level, parents are encouraged to regularly access their child's academic progress through the online grade book for related content areas in which they are being monitored or serviced.

Biennial Review

The Academic Intervention Services Plan shall be reviewed biennially. The next review shall take place at the conclusion of the 2025-2026 school year.

FREQUENTLY ASKED QUESTIONS

1. What are Academic Intervention Services?

Academic Intervention Services (AIS) are instructional and support services intended for children who are at risk of not meeting the New York State Learning Standards in mathematics, English language arts, science, or social studies. AIS is a general education service, and all students who meet entry criteria will be enrolled.

2. How are students selected to receive AIS?

Multiple data points are used to determine if a child should be considered for AIS. These include:

- History of intervention services
- Learning behaviors
- District and state assessments
- Classroom performance
- Teacher recommendation
- Report card grades

3. Who provides academic intervention services?

Academic intervention service providers are certified teachers and professional staff who provide interventions. Educational support is aligned with the curriculum and tailored to the individual needs of each student.

4. Can a parent/guardian refuse academic intervention services for their child(ren)?

A school district has the authority and responsibility to place students in appropriate academic programs, and parents may not refuse to have their children participate in AIS if it is offered during the regular school day. A private tutor does not satisfy the District's obligation to provide AIS.

5. How will my child's progress be reported?

Progress will be noted in the AIS section of the student's report card.

6. What is the range of Academic Intervention Services?

Services will be based on individual needs and may include:

- Regents extended classes
- Small group instruction in a push-in or pull-out model
- Alternative education placement
- Monitoring student progress
- Attendance intervention/monitoring
- Behavioral intervention/monitoring
- Family-related assistance
- Health-related assistance
- Nutrition-related assistance
- Speech and language assistance
- Counseling services provided by a counselor, social worker, or psychologist

7. When will my child receive services in middle school?

Academic intervention services in middle school can be delivered as follows:

- Pull out from music, physical education, exploratory classes, and/or lunch
- Push in or pull-out of study skills
- Push in to content area classes

8. When will my child receive services in high school?

Academic intervention services in high school are included in the students' schedules and occur every other day.

APPENDICES

Appendix A - District Criteria for Response to Intervention K – 5 Reading and Mathematics

Smithtown Central School District
Response to Intervention Plan K-5 Reading

Grade K Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	K	- NWEA MAP Growth K – 2; 31th – 40th percentile - DIAL-4 Screening; 20th -25th percentile in language or concepts - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English language arts - FastBridge screening; 31th – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Performance level of 3 or 4 on kindergarten assessments - Satisfactory performance on Foundations and Heggerty unit assessments - Greater than 40th percentile on NWEA MAP Growth K – 2 Reading - Greater than 40th percentile on FastBridge - Consistent growth on progress monitoring measures
Tier 2	K	- NWEA MAP Growth K -2; 16th – 30th percentile - DIAL-4 Screening, ≤19th percentile in language or concepts - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English language arts - FastBridge screening; 21st – 30th percentile	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	K	- NWEA MAP Growth K – 2; 1st – 15th percentile - DIAL-4 Screening, ≤19th percentile in language or concepts - Performance level of 1 on K binder assessments - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English language arts - FastBridge screening; ≤20th percentile	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Grade 1 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	1	- NWEA MAP Growth K – 2; 31th – 40th percentile - Fountas and Pinnell Benchmark Assessment - September = C - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English Language Arts - NYSESLAT Scores - FastBridge screening; 31th – 40th percentile	1X a week - Minimum 10 min.	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Satisfactory performance on Foundations and Heggerty unit assessments - Report card grades of 3 or 4 in English language arts - Greater than 40th percentile on NWEA MAP Growth K – 2 Reading - Greater than 40th percentile on FastBridge - Consistent growth on progress monitoring measures
Tier 2	1	- NWEA MAP Growth 16th – 30th percentile - Fountas and Pinnell Benchmark Assessment - September = B 1st trimester= E 2nd trimester = G - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English Language Arts - NYSESLAT Scores - FastBridge screening; 21st – 30th percentile	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	1	- Fountas and Pinnell Benchmark Assessment - September = Below B 1st trimester= Below E 2nd trimester = Below G - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English Language Arts - NWEA MAP Growth K – 2; 1st – 15th percentile - NYSESLAT Scores - FastBridge screening; ≤20th percentile	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Grade 2 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	RtI Exit Criteria
Monitor	2	- NWEA MAP Growth 31th – 40th percentile - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English language arts - NYSESLAT Scores - FastBridge screening; 31th – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Greater than 40th percentile on NWEA MAP growth 2 - 5 reading - Report card grades of 3 or 4 in English language arts - Satisfactory performance on ELA program unit assessments - Consistent growth on progress monitoring measures
Tier 2	2	- NWEA MAP Growth 16th – 30th percentile - Fountas and Pinnell Benchmark Assessment - September = I 1st trimester = J 2nd trimester = K - Unsatisfactory performance on Foundations or Heggerty unit assessments - Report card grades less than 3 in English Language Arts - FastBridge screening; 21st – 30th percentile - NYSESLAT Scores	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	2	- NWEA MAP Growth 1st – 15th percentile - Fountas and Pinnell Running Record - September = Below I 1st trimester = Below J 2nd trimester = Below K - Unsatisfactory performance on Foundations or Heggerty unit assessments - FastBridge screening; ≤20th percentile - Report card grades less than 3 in English Language Arts - NYSESLAT Scores	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Grade 3 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	3	- NWEA MAP Growth 31th – 40th percentile - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Greater than 40th percentile on NWEA MAP growth 2 - 5 reading - Report card grades of 3 or 4 in English language arts - Satisfactory performance on ELA program unit assessments - Consistent growth on progress monitoring measures
Tier 2	3	- NWEA MAP Growth 16th – 30th percentile - Fountas and Pinnell Running Record - September = L 1st trimester= M 2nd trimester = N - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	3	- NWEA MAP Growth 1st – 15th percentile - Fountas and Pinnell Benchmark Assessment - September = Below L 1st trimester= Below M 2nd trimester = Below N - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Grade 4 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	4	- NWEA MAP Growth 31th – 40th percentile - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Greater than 40th percentile on NWEA MAP growth 2 - 5 reading - Report card grades of 3 or 4 in English Language Arts - Satisfactory performance on ELA program unit assessments - Consistent growth on progress monitoring measures
Tier 2	4	- NWEA MAP Growth 16th – 30th percentile - Fountas and Pinnell Benchmark Assessment - September = O 1st trimester= P 2nd trimester = Q - NYS ELA Exam (score specified by NYSED) - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	4	- NWEA MAP Growth 1st – 15th percentile - Fountas and Pinnell Benchmark Assessment - September = Below O 1st trimester= Below P 2nd trimester = Below Q - NYS ELA Exam (score specified by NYSED) - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Grade 5 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	5	- NWEA MAP Growth 31th – 40th percentile - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Meets or exceeds F&P instructional reading level - Greater than 40th percentile on NWEA MAP growth 2 - 5 reading - Report card grades of 3 or 4 in English language arts - Satisfactory performance on ELA program unit assessments - Consistent growth on progress monitoring measures
Tier 2	5	- NWEA MAP Growth 16th – 30th percentile - Fountas and Pinnell Benchmark Assessment - September = R 1st trimester= S 2nd trimester = T - NYS ELA Exam score (score specified by NYSED) - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	2-4X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3	5	- NWEA MAP Growth 1st – 15th percentile - Fountas and Pinnell Benchmark Assessment - September = Below R 1st trimester= Below S 2nd trimester = Below T - NYS ELA Exam (score specified by NYSED) - Report card grades less than 3 in English language arts - NYSESLAT Scores - Unsatisfactory performance on district program assessments	3-5X a week - Minimum of 120 minutes - Group size maximum 5:1	

Smithtown Central School District
Response to Intervention Plan K-5 Mathematics

Grade K Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	K	- Classroom performance - District kindergarten assessments - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Consistent growth on progress monitoring measures
Tier 2		- Classroom performance - District kindergarten assessments - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 21st-30th percentile	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- Classroom performance - District kindergarten assessments - Instructional support team recommendation - Report card grades less than 3 in math - Teacher recommendation based on multiple measures - FastBridge screening; $\leq$ 20th percentile)	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Grade 1 Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	1	- NWEA MAP Growth K – 2; 31st – 40th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Greater than 40th percentile on NWEA MAP Growth K – 2 Mathematics - Consistent growth on progress monitoring measures
Tier 2		- NWEA MAP Growth K -2; 16th – 30th percentile; - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 21st-30th percentile	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- NWEA MAP Growth K -2; 1st-15th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; $\leq$ 20th percentile)	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Grade 2 Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	2	- NWEA MAP Growth 2 - 5; 31st – 40th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Greater than 40th percentile on NWEA MAP Growth 2 – 5 Mathematics - Consistent growth on progress monitoring measures
Tier 2		- NWEA MAP Growth 2 - 5; 16th – 30th percentile; - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; 21st-30th percentile	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- NWEA MAP Growth 2 - 5; 1st-15th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; ≤ 20th percentile)	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Grade 3 Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	3	- NWEA MAP Growth 2 - 5; 31st – 40th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Greater than 40th percentile on NWEA MAP Growth 2 – 5 Mathematics - Consistent growth on progress monitoring measures
Tier 2		- NWEA MAP Growth 2 - 5; 16th – 30th percentile; - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; 21st-30th percentile	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- NWEA MAP Growth 2 - 5; 1st-15th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge Screening; ≤ 20th percentile)	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Grade 4 Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	4	- NWEA MAP Growth 2 - 5; 31st – 40th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Greater than 40th percentile on NWEA MAP Growth 2 – 5 Mathematics - Consistent growth on progress monitoring measures - Meet or exceed cut score on NYS Grade 4 Mathematics Assessment
Tier 2		- NWEA MAP Growth 2 - 5; 16th – 30th percentile; - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 21st-30th percentile - NYS Mathematics Assessment	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- NWEA MAP Growth 2 - 5; 1st-15th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; $\leq$ 20th percentile) - NYS Mathematics Assessment	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Grade 5 Math				
Service	Grade Level	Identification Criteria	Frequency and Duration	Exit Criteria
Monitor	5	- NWEA MAP Growth 2 - 5; 31st – 40th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 31st – 40th percentile	1X a week - Minimum 10 min. - Monitored by the classroom teacher	- Teacher recommendation based on multiple measures - Report card grades of 3 or 4 in mathematics - Satisfactory performance on program assessments - Greater than 40th percentile on NWEA MAP Growth 2 – 5 Mathematics - Consistent growth on progress monitoring measures - Meet or exceed cut score on NYS Grade 5 Mathematics Assessment
Tier 2		- NWEA MAP Growth 2 - 5; 16th – 30th percentile; - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; 21st-30th percentile - NYS Mathematics Assessment	2X a week - Minimum 60 minutes - Group size maximum 7:1	
Tier 3		- NWEA MAP Growth 2 - 5; 1st-15th percentile - Classroom performance - Instructional support team recommendation - Report card grades less than 3 in mathematics - Teacher recommendation based on multiple measures - FastBridge screening; $\leq$ 20th percentile) - NYS Mathematics Assessment	2-4X a week - Minimum 80 minutes - Group size maximum 5:1	

Appendix B - District Criteria for Academic Intervention Service Grades 4 - 12

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
4	SCIENCE - Teacher recommendation SOCIAL STUDIES - Teacher recommendation	The following criteria should be considered in determining eligibility and/or range of services: - Report card grades - Classroom performance and assessments - Instructional support team recommendation	The type and intensity of service will be determined based on individual need. - Small group instruction with a variable student-teacher ratio in a push-in or pull-out model - Monitoring student progress Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week.	- Teacher recommendation based on multiple measures - Performance level of 3 or 4 on report card - Satisfactory performance on class and district assessments

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
5	SCIENCE - New York State grade 5 science assessment - Teacher recommendation SOCIAL STUDIES - Teacher recommendation	The following criteria should be considered in determining eligibility and/or range of services: - Report card grades - Classroom performance and assessments - Instructional support team recommendation	The type and intensity of service will be determined based on individual need. - Small group instruction with a variable student-teacher ratio in a push-in or pull-out model - Monitoring student progress Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week.	- Teacher recommendation based on multiple measures - Performance level of 3 or 4 on report card - Satisfactory performance on class and district assessments

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria (Minimum of 1 data point plus teacher recommendation)
6	ENGLISH LANGUAGE ARTS (At least 2 data points must be used.) - New York State grade 5 ELA assessment - Uniformly administered district diagnostic assessments - Report card grades - Instructional reading level - Teacher recommendation - Prior AIS Service - NWEA MAP Growth 2 – 5 ≤ 40th percentile MATHEMATICS - New York State grade 5 mathematics assessment - Uniformly administered district assessments - NWEA MAP math assessment - Report card grades - Teacher recommendation - Prior AIS Service - NWEA MAP Growth 2 – 5 ≤ 40th percentile SCIENCE - Report card grades - Teacher recommendation - Fifth-grade NYS science assessment	The following criteria should be considered in determining eligibility and/or range of services: - Writing samples - Report card grades - Classroom performance - Local final exams - Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues - Attendance records - Recommendation by classroom teacher, counselor, administrator, or other school personnel - ELL performance - Individualized reading assessment - Instructional support team recommendation - Uniformly administered district assessment	Students will receive recommended services based on individual student need as determined by the department. Range of possible AIS services: - Small group instruction administered through a push-in or pull-out model - Counseling services (school counselor, social worker, or psychologist) - Monitoring student progress	ENGLISH LANGUAGE ARTS - Meets or exceeds state cut score on New York State grade 6 ELA assessment - Mid-term or final exam grade of B or better - Consistent grades of B or better on assessments in writing and/or reading comprehension - Teacher recommendation - Meets or exceeds grade-level expectations on STAR Renaissance Winter or Spring Benchmark MATHEMATICS - Meets or exceeds state cut score on New York State grade 6 mathematics assessment - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation SCIENCE - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation

	SOCIAL STUDIES • Quarterly report card grades of D or F • Midterm or final grade of D or F • Teacher recommendation			SOCIAL STUDIES • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation
--	--	--	--	---

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
7	ENGLISH LANGUAGE ARTS - New York State grade 6 ELA assessment - STAR Renaissance Reading Assessment - Grade 6 course grade of D or F - Grade 6 final exam grade of D or F - Report card grades - Teacher recommendation MATHEMATICS - New York State Grade 6 mathematics assessment - Grade 6 course grade of D or F - Grade 6 final exam grade of D or F - Report card grades - Teacher recommendation SCIENCE - Grade 6 course failure - Grade 6 final exam failure - Report card grades - Teacher recommendation SOCIAL STUDIES - Grade 6 course failure - Grade 6 final exam failure - Report card grades - Teacher recommendation	The following criteria should be considered in determining eligibility and/or range of services: - Writing samples - Report card grades - Classroom performance - Local final exams - Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues - Attendance records - Recommendations by classroom teacher, counselor, administrator, or other school personnel - ELL performance - Individualized reading assessment - Instructional support team recommendation	Students will receive recommended services based on individual student need as determined by the department. Range of possible AIS services: - Small group instruction administered through a push-in or pull-out model - Counseling services (school counselor, social worker, or psychologist) - Monitoring student progress	ENGLISH LANGUAGE ARTS - Meets or exceeds state cut score on New York State grade 7 ELA assessment - Mid-term/final exam grade of B or better - Consistent grades of B or better on assessments in writing and reading comprehension - Teacher recommendation - Meets or exceeds grade-level expectations on STAR Renaissance Winter or Spring Benchmark MATHEMATICS - Meets or exceeds state cut score on New York State grade 7 mathematics assessment - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation SCIENCE - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation SOCIAL STUDIES - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
8	ENGLISH LANGUAGE ARTS - New York State grade 7 ELA assessment - STAR Renaissance Reading Assessment - Grade 7 course grade of D or F - Grade 7 final exam grade of D or F - Report card grades - Teacher recommendation MATHEMATICS - New York State grade 7 mathematics Assessment - Grade 7 course grade of D or F - Grade 7 final exam grade of D or F - Report card grades - Teacher recommendation SCIENCE - Grade 7 course failure - Grade 7 final exam failure - Report card grades - Teacher recommendation SOCIAL STUDIES - Grade 7 course failure - Grade 7 final exam failure - Report card grades - Teacher recommendation	The following criteria should be considered in determining eligibility and/or range of services: - Writing samples - Report card grades - Classroom performance - Local final exams - Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues - Attendance records - Individualized reading assessment - Recommendations by classroom teacher, counselor, administrator, or other school personnel - ELL performance - Instructional support team recommendation	Students will receive recommended services based on individual student need as determined by the department. Range of possible AIS services: - Small-group instruction administered through a push-in or pull-out model - Counseling services (school counselor, social worker, or psychologist) - Monitoring student progress	ENGLISH LANGUAGE ARTS - Meets or exceeds New York state grade 8 ELA assessment - Mid-term/final exam grade of B or better and teacher recommendation - Consistent grades of B or better on classroom assessments in writing and/or reading comprehension - Teacher recommendation - Meets or exceeds grade-level expectations on STAR Renaissance Winter or Spring Benchmark MATHEMATICS - Meets or exceeds New York State grade 8 mathematics assessment - Mid-term/final exam grade of B or better and teacher recommendation - Passing course with B or better - Teacher recommendation SCIENCE - Passing course with B or better - Teacher recommendation SOCIAL STUDIES - Mid-term/final exam grade of B or better - Passing course with B or better - Teacher recommendation

Grades	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria (Minimum of 1 data point plus teacher recommendation)
9-10	ENGLISH LANGUAGE ARTS - New York State grade 8 ELA assessment - Report card grades - Prior year final examination grade of D or F - Prior year course grade of D or F - STAR Renaissance Reading Assessment - Teacher recommendation	A minimum of <u>two</u> of the following must confirm findings of initial screening: - Writing samples - Report card grades - Classroom performance - Consistent grades of C or less on lesson assessments in writing or reading comprehension - Local final exams - Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues - Attendance records - Recommendations by classroom teacher, counselor, administrator, or other school personnel - ELL performance - Individual reading assessment - Instructional support team recommendation	Range of possible AIS services: - Scheduling into Regents extended/support lab class - Scheduling into reading skills support in a push-in or pull-out model - Monitoring student progress - Alternative educational placement - Counseling services (school counselor, social worker, or psychologist)	- New York State grade 8 ELA assessment - Mid-term/final exam grade of B or better - Teacher recommendation - Consistent grades of B or better on classroom assessments in writing and/or reading comprehension - Meets or exceeds grade-level expectations on STAR Renaissance winter or spring benchmark

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
11	ENGLISH LANGUAGE ARTS • Report card grades • Prior year final examination grade of D or F • Prior year course grade of D or F • Teacher recommendation STAR Renaissance reading assessment	A minimum of <u>two</u> of the following must confirm findings of initial screening: • Writing samples • Report card grades • Classroom performance • Consistent grades of C or less on assessments in writing or reading comprehension • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Recommendations by classroom teacher, counselor, administrator, or other school personnel • ELL performance • Confirmation by instructional support team	Range of possible AIS services: • Direct service ELA course, push-in support during core ELA course, or Regents extended course • Regents support at BOCES • Alternative educational placement • Monitoring student progress • Counseling services (school counselor, social worker, or psychologist)	• Passing Regents examination

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
12	ENGLISH LANGUAGE ARTS • Failure of Regents Exam	N/A	Range of possible AIS services: • Direct service ELA course • Counseling services (school counselor, social worker, or psychologist) • Alternative educational placement	• Passing Regents examination

Grades	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria (Students must meet all exit criteria)
9-12	MATHEMATICS - New York State Grade 8 Mathematics Assessment - Regents exam failure - Report card grades - Prior year final examination grade of D or F - Prior year course grade of D or F - Teacher recommendation	A minimum of <u>two</u> of the following must confirm findings of initial screening: - Report card grades - Classroom performance - Local final exams - Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues or family issues - Recommendations by classroom teacher, counselor, administrator, or other school personnel - Instructional support team recommendation	- Scheduled for Regents level extended math class (double period classes on alternating days) and two-year Regents program track - Small group and/or individualized instruction in a push-in or pull-out model (Why was push-in support recommended as a separate bullet?) - Monitoring student progress - Counseling services (school counselor, social worker, or psychologist)	Must meet the following criteria: - Passing course with two consecutive quarter grades of C or better - Departmental recommendation(s) - Teacher recommendation - Mandatory passing of Algebra 1 Regents
9-12	SCIENCE - New York State Grade 8 Science Assessment - Regents examination failure - Report card grades - Quarter two screening in Earth Science and/or Biology (quarter one grade of D or F) - Teacher recommendation	A minimum of <u>two</u> of the following must confirm findings of initial screening: - Report card grades - Classroom performance - Local final exams - Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues or family issues - Attendance records - Recommendations by classroom teacher, counselor, administrator, school staff - Instructional support team recommendation	- Scheduled small-group instruction every other day - Monitoring student progress - Counseling services (school counselor, social worker, or psychologist)	Must meet the following criteria: - Passing Regents examination - Passing course with two consecutive quarter grades of C or better - Teacher recommendation - Departmental recommendation(s) - IST review

9-12	SOCIAL STUDIES • Regents examination failure • Quarterly grades of D or F • Prior year course failure • Midterm or final exam failure • Teacher recommendation	A minimum of <u>two</u> of the following must confirm findings of initial screening: • Report card grades • Classroom performance • Local final exams • Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues or family issues • Attendance records • Recommendations by classroom teacher, counselor, administrator, school staff • Instructional support team recommendation	• Scheduled for Regents level extended social studies class (double period classes on alternating days) • Scheduled small-group instruction every other day • Monitoring student progress	Must meet the following criteria: • Passing Regents examination • Passing course with two consecutive quarter grades of B or better • Departmental recommendation(s) • IST review • Teacher recommendation
------	--	--	---	---