

# TEN BROECK ACADEMY/FRANKLINVILLE CENTRAL SCHOOL



## Multi-Tiered Support System (MTSS)

Academic Intervention Services (AIS)  
Response to Intervention (RTI) Process  
Pre-K – 12

## **Mission Statement**

**“Preparing Students Today for the World Tomorrow”**

The mission of TBA/FCS is to graduate students who have attained the knowledge, skills and confidence to fulfill their goals in life and become productive members of their community. We will accomplish this mission by providing a motivated and qualified staff utilizing relevant, rigorous, and thoughtful curriculum in a caring, positive, secure and healthy environment.

## **Introduction**

Here at Ten Broeck Academy/Franklinville Central School we pride ourselves on providing additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the NYS Learning Standards in the areas of ELA, Math, and Behavior for K – 2 and 3 – 5, ELA and Math for 6-8, and ELA, Math, Social Studies, and Science for 9 – 12. These services are intended to assist students who are at risk of not achieving the standards or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services are available to all students attending Ten Broeck Academy/Franklinville Central School in grades K through 12<sup>th</sup> grade. Academic Intervention Services (AIS) will be provided within the Response to Intervention (RtI) Framework. Response to Intervention is a process where children at risk of not meeting state standards are offered intense, individualized academic intervention. Student progress is monitored to see if response to this intervention yields adequate academic growth.

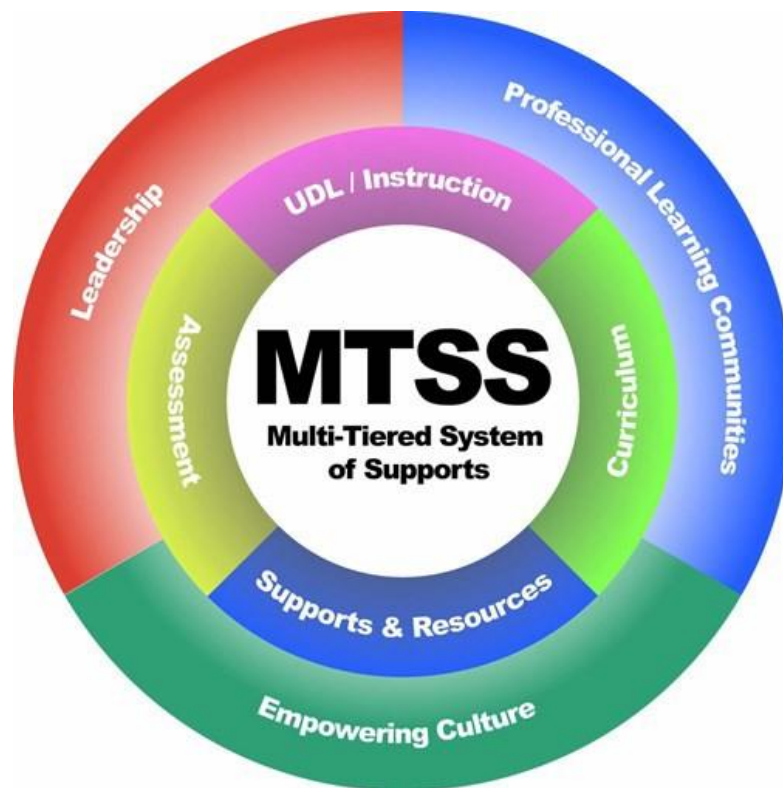
Services are provided using a three-level system, each one defined by the level of support and the intensity of that support. After intense support, if a child continues to not make progress, then a referral to the Committee on Special Education (CSE) may be necessary.



# Franklinville Elementary

## Multi-Tiered Framework for Assessment & Instruction

PK – K, 1 – 2, 3 - 5





# Franklinville Elementary Multi-Tiered Framework for ELA

## Pre-K - 5



### Tier 3 ~ General Education Teacher, Intervention Teacher, Special Education Teacher, or Teaching Assistant

- Research based targeted intervention based on student need
- Supplemental small group, intensive skill-based instruction
- Approximately 60-150 min/weekly, groups of up to 5 students

### Tier 2 ~ General Education Teacher, Intervention Teacher, Special Education Teacher, or Teaching Assistant

- Research based targeted intervention based on student need
- Supplemental small group, skill-based instruction
- Goals set, bi-weekly assessments to monitor progress
- Approximately 30-90 min/weekly, groups of up to 8 students

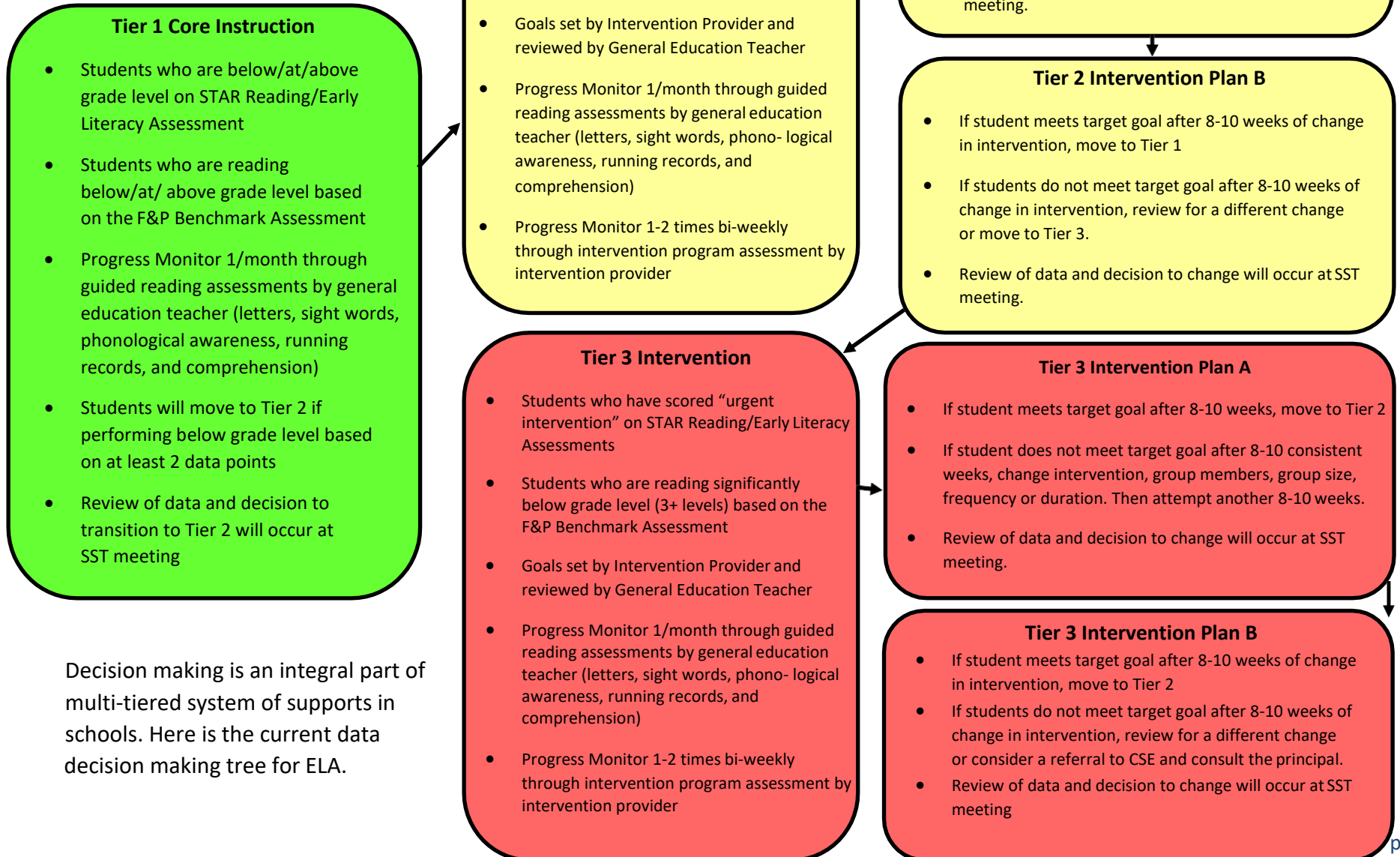
### Tier 1 ~ General Education Teacher

- Tier 1 Instructional Framework-Benchmark Advance Curriculum, CCSS/Next Gen. Standards, Thoughtful Education Strategies
- Guided Reading with leveled texts and skill-based groups 4-5 times per week
- Shared reading and writing 4-5 times per week
- Read aloud 4-5 times per week
- Independent Reading daily

## Franklinville Elementary

## ELA Decision Tree

2020-2021



## Standard Area: English/Language Arts

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
PK-K	Star Early Literacy Testing	<b>Tier 1/Low Intensity:</b> >50% accuracy on Early Literacy Profile Proficient score on STAR Early Literacy Test Level B or higher – F&P Assessment  Strategic Intervention within the classroom by classroom teacher	Classroom teacher (Tier 1)	Report Card	Proficient score on STAR
	Early Literacy Profile		Intervention Teacher	Early Literacy Profile	>50% accuracy on Early Literacy Profile
	Benchmark Advance Assessments	<b>Tier 2/Low Intensity:</b> <50% accuracy on Early Literacy Profile On Watch or Intervention score on STAR Level A – F&P Assessment  Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Teaching Assistant	Classroom performance	Level C+ - Fountas & Pinnell Benchmark Assessment
	Fountas & Pinnell Benchmark Assessment System		Special Education Teacher	Star Early Literacy Testing	Marked improvement in classroom performance
	Classroom Performance			Formative and Summative Assessments	Parent or Student recommendation
	Parent or Student Recommendation	<b>Tier 3/High Intensity:</b> <30% accuracy on Early Literacy Profile Urgent Intervention score on STAR Level aa – F&P Assessment  Strategic Intervention pull-out, group size up to 5; 60-150 min/week		Fountas and Pinnell running record	Progress with Interventions
	Student Support Team Recommendation				Student Support Team Recommendation

## Standard Area: English/Language Arts

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
1-2	Star Early Literacy/Reading Testing	<b>Tier 1/Low Intensity:</b> Proficient score on STAR Early Literacy Test Grade Level Benchmark or higher – F&P Assessment	Classroom teacher (Tier 1)	Report Card	Proficient score on STAR
	Benchmark Advance Assessments	Strategic Intervention within the classroom by classroom teacher	Intervention Teacher	Sight Word Checklist	Grade Level Benchmark or higher – F&P Assessment
	Benchmark Advance Sight Word Checklist	<b>Tier 2/Low Intensity:</b> On Watch or Intervention score on STAR 1-2 Levels below grade level - F&P Assessment Benchmark <50% accuracy on Sight Word Checklist	Teaching Assistant	Classroom performance	>50% accuracy on Sight Word Checklist
	Fountas & Pinnell Benchmark Assessment System	Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Special Education Teacher	Star Early Literacy or Reading Testing	Marked improvement in classroom performance
	Classroom Performance	<b>Tier 3/High Intensity:</b> Urgent Intervention score on STAR 3+ Levels below grade level - F&P Assessment Benchmark <30% accuracy on Sight Word Checklist		Formative and Summative Assessments	Parent or Student Recommendation
	Parent or Student Recommendation	Strategic Intervention pull-out, group size up to 5; 60-150 min/week		Fountas and Pinnell running record	Progress with Interventions
	Student Support Team Recommendation				Student Support Team Recommendation

## Standard Area: English/Language Arts

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
3-5	NYS ELA State Assessment	<b>Tier 1/Low Intensity:</b> Proficient score on STAR Early Literacy Test Grade Level Benchmark or higher – F&P Assessment  Strategic Intervention within the classroom by classroom teacher	Classroom teacher (Tier 1)	Report Card	Proficient score on STAR
	Intervention Teacher		NYS ELA Assessment	Level 3 or 4 – NYS ELA Assessment	
	Teaching Assistant		Classroom performance	Grade Level Benchmark or higher – F&P Assessment	
	Benchmark Advance Assessments	<b>Tier 2/Low Intensity:</b> On Watch or Intervention score on STAR 1-2 Levels below grade level - F&P Assessment Benchmark Level High 2 on NYS ELA Assessment  Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Special Education Teacher	Star Reading Testing	Marked improvement in classroom performance
	Fountas & Pinnell Benchmark Assessment System		Formative and Summative Assessments	Parent or Student Recommendation	
	Classroom Performance		Fountas and Pinnell running record	Progress with Interventions	
	Parent or Student Recommendation			Student Support Team Recommendation	
Student Support Team Recommendation	<b>Tier 3/High Intensity:</b> Urgent Intervention score on STAR 3+ Levels below grade level - F&P Assessment Benchmark Level Low 2 or 1 on NYS ELA Assessment  Strategic Intervention pull-out, group size up to 5; 60-150 min/week				



## Franklinville Elementary

### Tier 1 ELA Assessment Tools

Assessment Tools	PK	K	1	2	3	4	5
Early Literacy Profile: Letter Identification (name & sound)	●	●	○	○			
Early Literacy Profile: Concepts of print	●	●	○	○			
Early Literacy Profile: Phonological Awareness Assessment	●	●	○	○			
Benchmark Advance Sight Word Checklist	●	●	●	●	○		
Word Study Inventory (Jan Richardson)					●	●	●
Fountas & Pinnell Benchmark Assessment System		●	●	●	●	●	●
Benchmark Advance Interim Assessments		●	●	●	●	●	●
Benchmark Advance Weekly Assessments		●	●	●	●	●	●
Benchmark Advance Unit Assessments		●	●	●	●	●	●
NYS ELA Assessment					●	●	●
STAR Early Literacy Reading Assessment		●	●				
STAR Reading Assessment				●	●	●	●

● Assessment given at this grade level for all students

○ Assessment given at this grade level if student is below grade level

**Universal Screening:** Franklinville Central School District has adopted the STAR as its universal screening assessment. The purpose of using the STAR screening is to identify students who might be at-risk status for academic failure and who may require closer monitoring, further assessment, or supplemental instructions. **Students scoring in the 60<sup>th</sup> percentile will require closer monitoring**



# Franklinville Elementary Multi-Tiered Framework for Math



Pre-K - 5

**Tier 3 ~ General Education Teacher, Intervention Teacher, Special Education Teacher, or Teaching Assistant**

- Research based targeted intervention based on student need
- Supplemental small group, intensive skill-based instruction
- Approximately 60-150 min/weekly, groups of up to 5 students

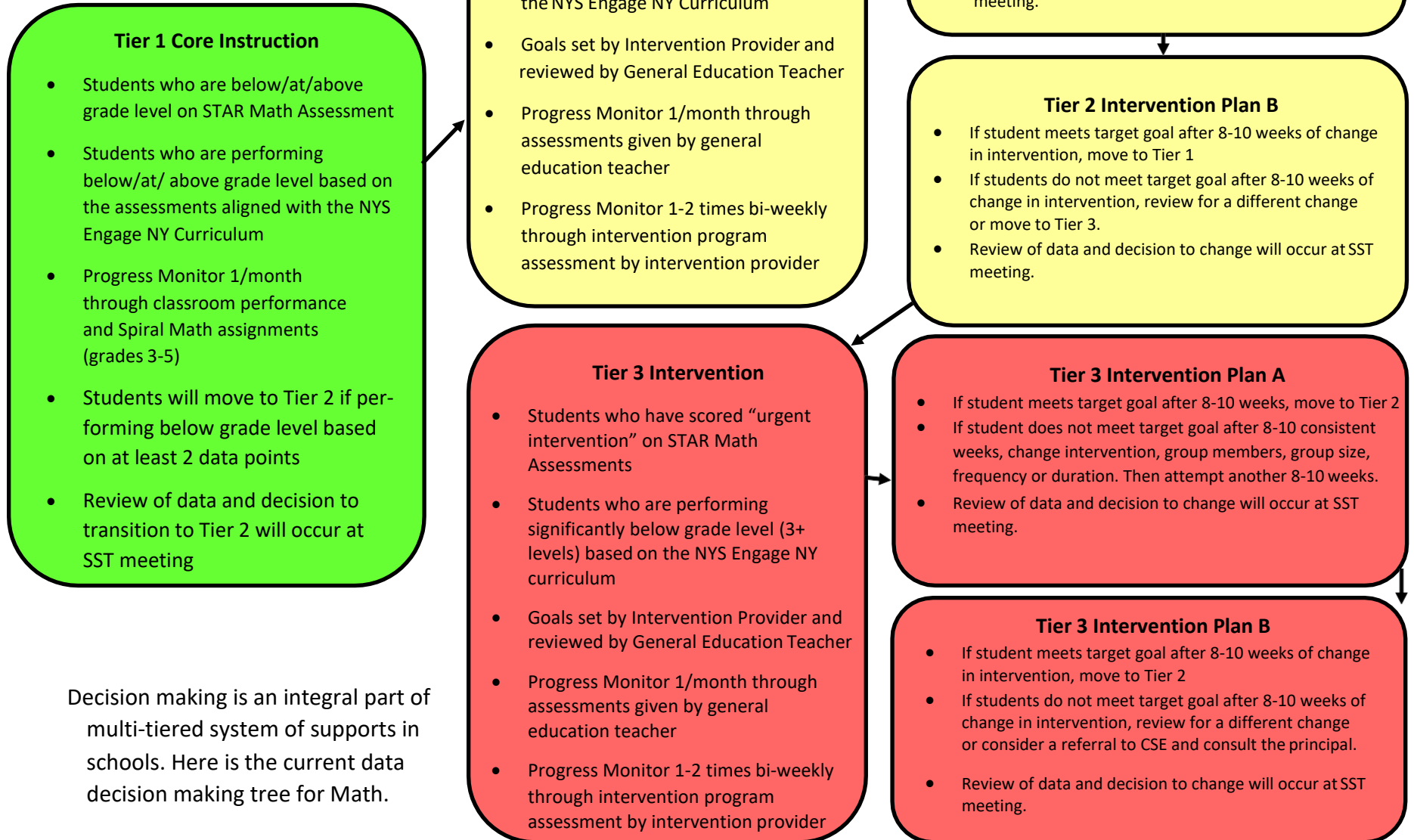
**Tier 2 ~ General Education Teacher, Intervention Teacher, Special Education Teacher, or Teaching Assistant**

- Research based targeted intervention based on student need
- Supplemental small group, skill-based instruction
- Goals set, bi-weekly assessments to monitor progress
- Approximately 30-90 min/weekly, groups of up to 8 students

**Tier 1 ~ General Education Teacher**

- Tier 1 Instructional Framework-NYS Math Module (Engage-NY) Curriculum, CCSS/ Next Gen. Standards, Thoughtful Education Strategies
- Whole group instruction daily
- Independent Practice daily
- Fact Fluency practice 4-5 times per week

# Franklinville Elementary Math Decision Tree 2020-2021



Decision making is an integral part of multi-tiered system of supports in schools. Here is the current data decision making tree for Math.

## Standard Area: Mathematics

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
PK-K	Early Mathematics Profile	<b>Tier 1/Low Intensity:</b> >50% accuracy on Early Mathematics Profile	Classroom teacher (Tier 1)	Report Card	>50% accuracy on Early Mathematics Profile
	Classroom Performance	Strategic intervention within the classroom	Intervention Teacher	Early Mathematics Profile	Marked improvement in classroom performance
	Parent or Student Recommendation	<b>Tier 2/Low Intensity:</b> <50% accuracy on Early Mathematics Profile	Teaching Assistant	Classroom performance	Parent or Student Recommendation
	Student Support Team Recommendation	Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Special Education Teacher	Formative and Summative Assessments	Progress with Interventions
		<b>Tier 3/High Intensity:</b> <30% accuracy on Early Mathematics Profile			Student Support Team Recommendation
		Strategic Intervention pull-out, group size up to 5; 60-150 min/week			

## Standard Area: Mathematics

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
1-2	Star Math Testing	<b>Tier 1/Low Intensity:</b> Proficient score on STAR Math Test >65% Proficiency on classroom assessments  Strategic Intervention within the classroom by classroom teacher	Classroom teacher (Tier 1)	Report Card	Proficient score on STAR
	Classroom Performance		Intervention Teacher	Classroom performance	Marked improvement in classroom performance
	Parent or Student Recommendation		Teaching Assistant	Star Math Testing	Parent or Student Recommendation
	Student Support Team Recommendation	<b>Tier 2/Low Intensity:</b> On Watch or Intervention score on STAR <65% proficiency on classroom assessments  Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Special Education Teacher	Formative and Summative Assessments	Progress with Interventions
		<b>Tier 3/High Intensity:</b> Urgent Intervention score on STAR <50% proficiency on classroom assessments  Strategic Intervention pull-out, group size up to 5; 60-150 min/week			Student Support Team Recommendation

## Standard Area: Mathematics

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
3-5	NYS Math State Assessment	<b>Tier 1/Low Intensity:</b> Proficient score on STAR Math Test Level 3 or 4 on NYS Math Assessment	Classroom teacher (Tier 1)	Report Card	Proficient score on STAR
	Star Math Testing	Strategic Intervention within the classroom by classroom teacher	Intervention Teacher	NYS Math Assessment	Level 3 or 4 – NYS Math Assessment
	Classroom Performance	<b>Tier 2/Low Intensity:</b> On Watch or Intervention score on STAR Level High 2 on NYS Math Assessment	Teaching Assistant	Classroom performance	Marked improvement in classroom performance
	Parent or Student Recommendation	Strategic Intervention within the classroom or pull-out, group size up to 8; 30-90 min/week	Special Education Teacher	Star Math Testing	Parent or Student recommendation
	Student Support Team Recommendation	<b>Tier 3/High Intensity:</b> Urgent Intervention score on STAR Level Low 2 or 1 on NYS Math Assessment		Formative and Summative Assessments	Progress with Interventions
		Strategic Intervention pull-out, group size up to 5; 60-150 min/week			Student Support Team Recommendation



## Franklinville Elementary



## Tier 1 Math Assessment Tools

Assessment Tools	PK	K	1	2	3	4	5
Early Mathematics Profile	•	•					
NYS Engage NY aligned weekly assessments		•	•	•	•	•	•
NYS Engage NY Mid-Module Assessments		•	•	•	•	•	•
NYS Engage NY End of Module Assessments		•	•	•	•	•	•
NYS Math Assessment					•	•	•
STAR Math Assessment			•	•	•	•	•

- Assessment given at this grade level for all students

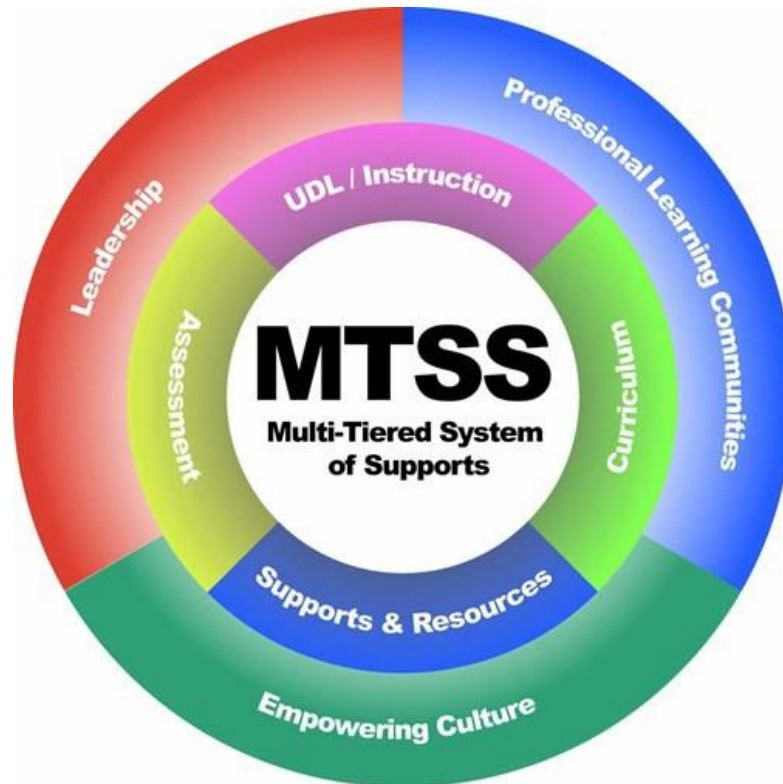
**Universal Screening:** Franklinville Central School District has adopted the STAR as its universal screening assessment. The purpose of using the STAR screening is to identify students who might be at-risk status for academic failure and who may require closer monitoring, further assessment, or supplemental instructions. **Students scoring in the 60<sup>th</sup> percentile will require closer monitoring.**



# Franklinville Middle-High School

## Multi-Tiered Framework for Assessment & Instruction

6-8, 9-12





**Eligibility for Academic Intervention Services**

Students eligible for AIS, including those with disabilities and/or Limited English Proficiency, are:

1. Those at risk of not meeting New York State standards as indicated through district-adopted procedures, including those students who are not performing at grade level in reading or math.
2. Those students in grades 6-12 who score below the NYS designated performance levels on elementary, intermediate, and commencement-level state assessments in English/Language Arts, Mathematics, and Science.

The “designated performance levels” on State assessments for the purpose of including students in the AIS program are:

1. At the middle school level, students who score levels 1 or below the designated state performance level on state designated assessments in English/Language Arts, Math, and Science are eligible to receive AIS.
2. At the high school level, students who score below 65% on one or more of the Regents assessments in English, Algebra, Social Studies (Global and/or US History) and Science.
3. For all students, 6-12, designated at risk of not meeting state standards, and therefore recommended by their classroom teachers for AIS services, a three-level Response to Intervention (RTI) model will be used to determine the eligibility for and the degree of service.
4. To determine the appropriate level of AIS services needed by any student who scores below the designated state performance level, the district will use a variety of measures and sources of evidence as described in subsequent sections.
5. Parent / Student request for support and intervention.

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to the criteria established by the district. This procedure may be used when a student is absent for all or part of a state assessment, when a student transfers from out of the district or refuses to take the state assessment.

**Practices of Academic Intervention Services**

The following are general practices of Academic Intervention Services:

1. Student's needs will be assessed and specific areas of academic intervention will be recommended in a Student Support Team Meeting.
2. Specific interventions (i.e., extra help, flexible grouping) will be provided in the regular classroom and in addition to regular classroom instruction. These interventions will be supplemental to regular classroom instruction and not supplement that instruction.
3. On-going communication between the classroom teacher(s) and Intervention providers will be used for informal assessment and to ensure coordination with classroom content.
4. Formative, summative, and benchmark assessment will be used to monitor student progress.
5. Records will be kept of the services provided.
6. Services will be provided by certified teachers and teaching assistants working under the supervision of a certified teacher.
7. Parents will be informed of the origination of services as per regulations outlined in the District's AIS/RtI model.

**BUILDING SPECIFIC INFORMATION****M/S and H/S (Grades 6-12)**

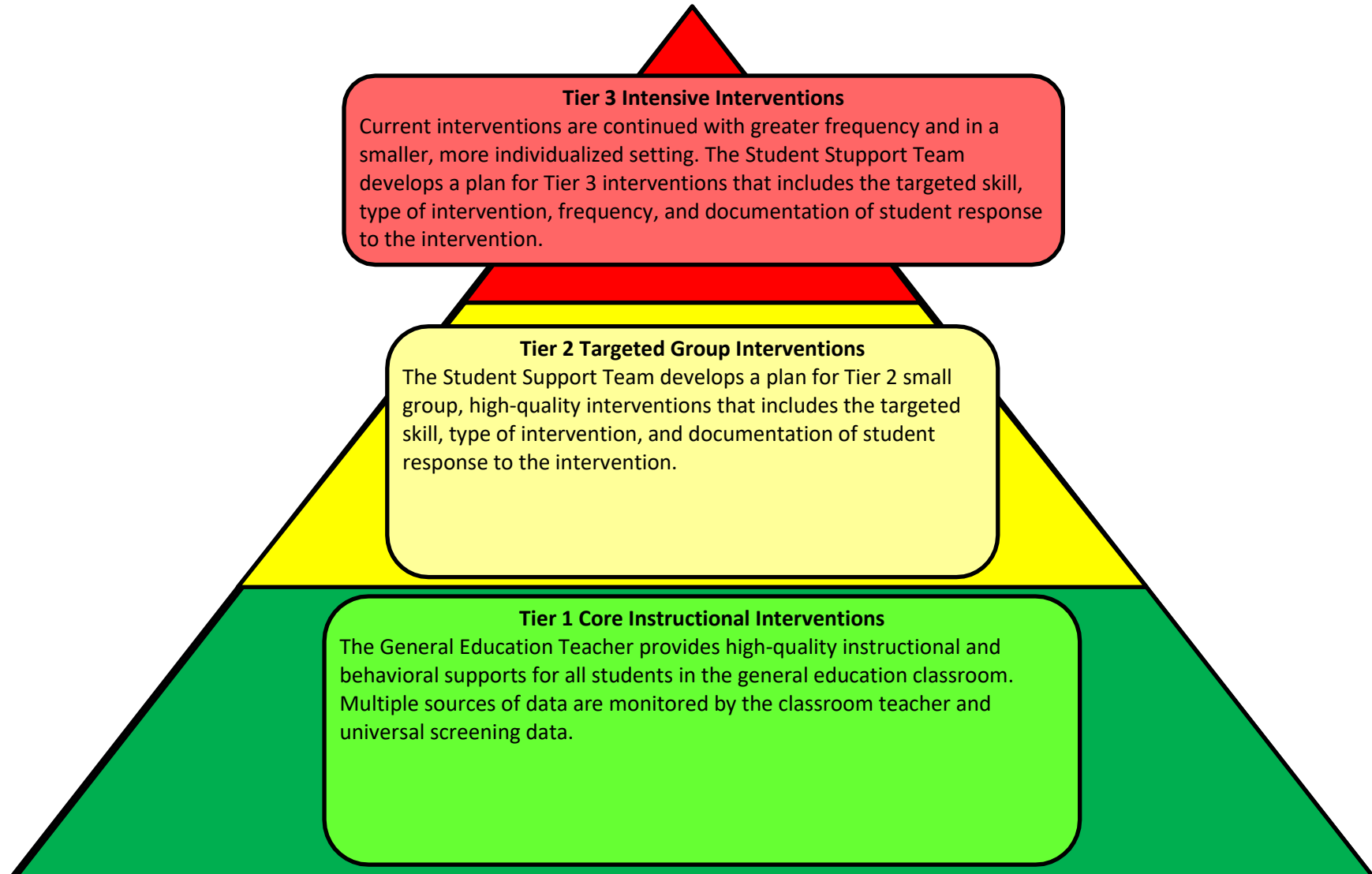
At the MS/HS, approximately 300 students in grades 6-12 are offered a comprehensive educational program. Students in grades 6-8 receive traditional Academic Intervention Services through a variety of settings including pull-out, and smaller group instruction. Using the results of state assessments and parallel assessments, students are identified as being "at-risk" or in need of support.

Students in grades 9-12 receive traditional Academic Intervention Services based on classroom performance, state test results, or predictions of performance on state assessments. These services are provided within the AIS setting, the classroom setting, and through consultant-teaching and use of the literacy specialist and special education teachers in the general education setting.

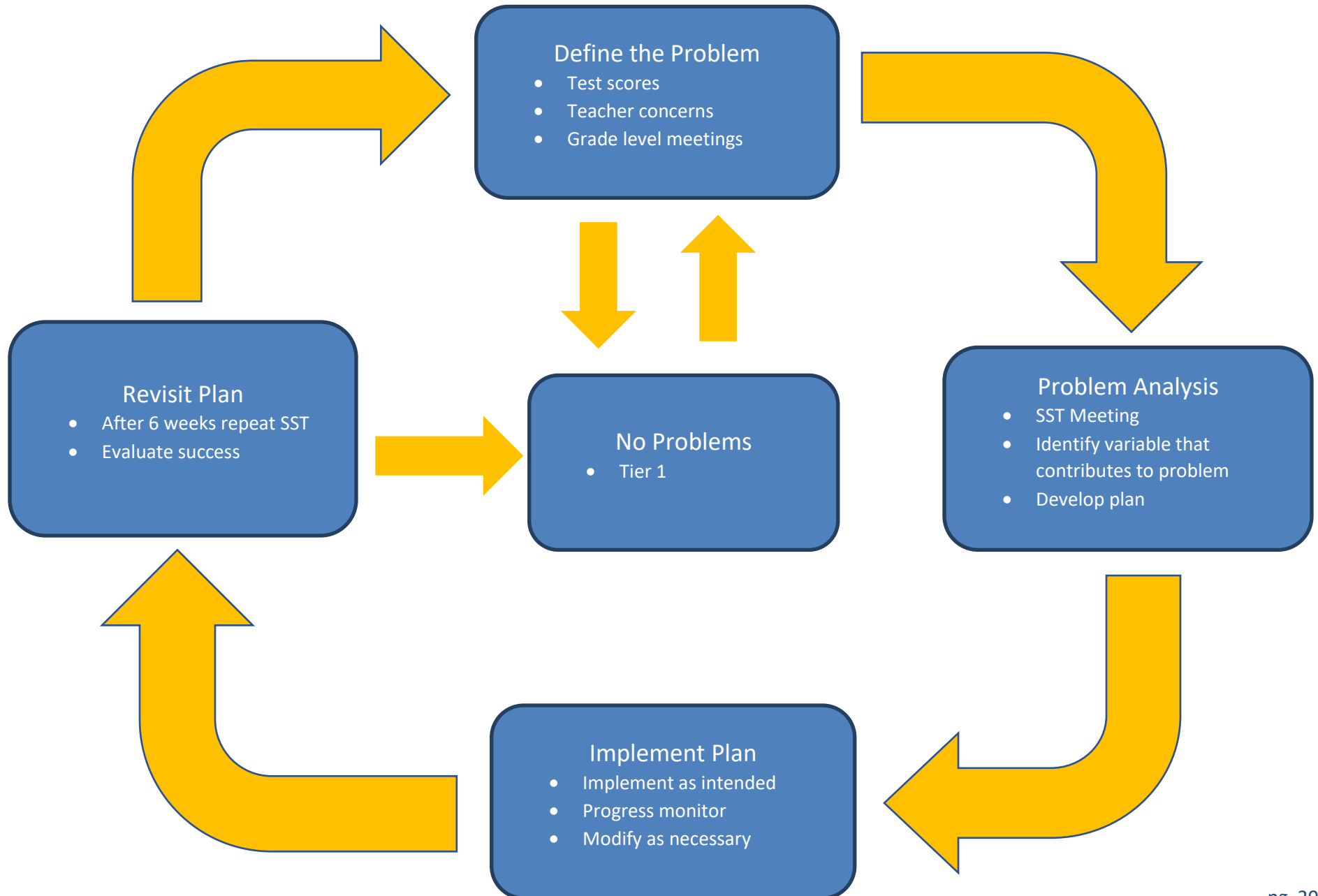
Currently, one certified literacy specialist, five special education teachers, and one teaching assistant provide AIS services.



## Ten Broeck Academy Multi-Tiered Framework for 6-12



## RTI Decision Process



## Intervention Programs

English/Language Arts	Mathematics	Social Studies	Science
IRLA- Independent Reading Level Assessment Framework Barton Reading and Spelling System Edgenuity ELA Castle Learning APEX Learning	Edgenuity Math E- Math Algebra A Algebra B Castle Learning Geometry I APEX Learning	Castle Learning New Vision Social Studies APEX Learning	Castle Learning New Visions Science APEX Learning

## Standard Area: English/Language Arts

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
6-8	NYS ELA Assessments	<b>Tier 1/Low Intensity:</b> 80% of grade level; Strategic Intervention within the classroom by classroom teacher	Classroom teacher (Level I)	Report Card	Level 3 or 4 on NYS ELA Assessment
	Star Testing		Intervention Teacher	Classroom performance	Marked improvement in STAR and formative assessments
	Benchmark Exams	<b>Tier 2/Low Intensity:</b> -Level 2 on NYS ELA assessments -Ratings of 64, or below, on local assessments -1-3 class periods per week of AIS lab	Teaching Assistants	Star Testing	
	Classroom Performance		Special Education Teachers	Benchmark Exams	Marked improvement in classroom performance and benchmark exams
	Parent or Student Recommendation			Formative and Summative Assessments	
	Student Support Team Recommendation	<b>Tier 3/High Intensity:</b> -Level 1 on NYS ELA assessments -Ratings below 30 on local assessments -3-5 class periods per week of AIS lab		Fountas and Pinnell running record (6)	Parent or Student Recommendation
				Qualitative Reading Inventory	Student Support Team Recommendation
				IRLA Leveling	
				Edgenuity Performance	

## Standard Area: English/Language Arts

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
9-12	NYS 8th Grade ELA Assessments	<b>Tier 1/Low Intensity:</b> 80% of grade level; classroom interventions	Classroom teacher (Level I)	Report Card	Passing CC Regents exam
	English 11 Regents (score of 64% or below)	<b>Tier 2/Low Intensity:</b> -Score below 65 on English 11 Regents -Mid to high-level 2 on 8th grade ELA assessment -Ratings below 65 on local assessments -1-3 class periods per week AIS lab	Intervention Teacher	Classroom performance	Marked improvement in STAR and formative assessments
	Star Testing		Teaching Assistants	AIS group performance	
	Classroom Performance		Special Education Teachers	Star Testing	Marked improvement in class performance and benchmark exams
	Parent or Student Recommendation	<b>Tier 3/High Intensity:</b> -Score below 50% on Eng. 11 Regents -Level 0 or 1 on 8th grade ELA Assessment -Ratings of 50 or below on local assessments -3-5 class periods per week of AIS lab		Benchmark Exams	
	Student Support Team Recommendation			Formative and Summative Assessments	Student or Parent Recommendation
				Qualitative Reading Inventory	Student Support Team Recommendation
				IRLA Leveling	
				Edgenuity Performance	

## Standard Area: Mathematics

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
6-8	NYS Math Assessment	<b>Tier 1/Low Intensity:</b> <b>80% of grade level;</b> Strategic intervention within the classroom	Classroom teacher (Level I)	Formative and Summative Assessments	Level 3 or 4 on NYS Math Assessment
	65% or below on local exams / unit tests		Intervention Teacher	Report Card	Marked improvement in STAR and formative assessments
	Star Testing	<b>Tier 2/Moderate Intensity:</b> <b>-Level 2 (higher half) on NYS Math Assessments</b> -Scores below 65 on local assessments -1-3 class periods per week of AIS lab	Teaching Assistants	Star Testing	
	Parent or Student Recommendation		Special Education Teachers	Classroom Performance	Marked improvement in class performance and benchmark exams
	Student Support Team Recommendation	<b>Tier 3/High Intensity:</b> <b>Lowest 5% of grade level</b> -Level 1 on NYS Math assessment -Scores below 30 on local assessments -3-5 class periods per week of AIS lab		AIS Group Performance	Parent or Student Recommendation
				Performance on NYS assessment	
				Edgenuity Performance	Student Support Team Recommendation



## Standard Area: Mathematics

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
9-12	NYS 8th grade Math Assessment	<b>Tier 1/Low Intensity:</b> <b>80% of grade level;</b> Strategic intervention within the classroom	Classroom teacher (Level I)	Formative and Summative Assessments	Passing CC Regents exam
	CC Algebra Regents exam – score below 65%	<b>Tier 2/Moderate Intensity:</b> - Score below 65 on CC Algebra -Mid to high 2 on 8th grade NYS -Scores of 60-64 on local assessments -1-3 class periods per week AIS lab	Intervention Teacher	Report Card	Marked improvement in STAR and formative assessments
	Star Testing		Teaching Assistants	Star Testing	
	Classroom Performance	<b>Tier 3/High Intensity:</b> <b>Lowest 5% of grade level</b> -Score below 50% on CC Algebra -Level 1 on 8th grade NYS -Score of 50 or below on local assessments -3-5 class periods per week AIS lab	Special Education Teachers	Classroom Performance	Marked improvement in classroom performance and benchmark exams
	Parent or Student Recommendation			AIS Group Performance	Parent or Student Recommendation
	Student Support Team Recommendation			Performance on NYS assessment	Student Support Team Recommendation
				Edgenuity Performance	

## Standard Area: Science

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
9-12	NYS 8th grade Science assessment	<b>Tier 1/Low Intensity:</b> <b>80% of grade level;</b> Strategic intervention within the classroom	Classroom teacher (Level I)	Formative and Summative Assessments	Passing Regents Exam
	Earth Science or Biology Regents – score of 64 or less	<b>Tier 2/Moderate Intensity:</b> - Score 60-64 on Regents exam -Mid to high 2 on 8th grade NYS Science -Scores of 60-64 on local assessments -1-3 Class periods of AIS per week	Intervention Teacher	Report Card	Marked improvement in class performance and benchmark exams
	Parent or Student Recommendation		Teaching Assistants	Classroom Performance	Parent or Student Recommendation
	Student Support Team Recommendation	<b>Tier 3/High Intensity:</b> <b>Lowest 5% of grade level</b> -Score below 50% on Regents Exam -Level 1 on 8th grade NYS -Scores of 50 or below on local assessments -3-5 Class periods of AIS per week	Special Education Teachers	AIS Group Performance  Performance on NYS assessment	Formative Assessments  Student Support Team Recommendation

## Standard Area: Social Studies

Grade Level	Indicators of Eligibility	Range of Services	Person Responsible for Service Delivery	How Progress is Monitored	Criteria to Discontinue AIS
9-12	Global or US History Regents score below 65% Classroom performance  Parent or Student Recommendation  Student Support Team Recommendation	<b>Tier 1/Low Intensity:</b> <b>80% of grade level;</b> Strategic intervention within the classroom	Classroom teacher (Level I)  Intervention Teacher  Teaching Assistants	Formative and Summative Assessments  Report Card  Classroom Performance  AIS Group Performance  Performance on NYS assessment	Passing Regents Exam  Marked improvement in classroom performance and benchmark assessments  Parent or Student Recommendation  Formative assessment  Student Support Team Recommendation
		<b>Tier 2/Moderate Intensity:</b> - Score of 60-64 on Global or US History Regents -Scores of 60-64 on local assessments -1-3 class periods of AIS per week			
		<b>Tier 3/High Intensity:</b> <b>Lowest 5% of grade level</b> -Score below 50% on Global or US History Regents -Scores below 50% on local assessments -3-5 periods of AIS class per week			