

East Islip Union Free School District



Multi-Tiered System of Support (MTSS) K-12 Academic Intervention Services Using Response to Intervention 2022 - 2027

Board Approved: March 9, 2023

VISION, MISSION, AND PHILOSOPHY

VISION STATEMENT

Let each become all one is capable of being.

MISSION STATEMENT

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

OUR PHILOSOPHY

ALL children can learn and grow

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Introduction

According to the Commissioner's Regulations [100.2 (ee) (4)], all districts in New York State are required to develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services.

Legislative Background

The East Islip Union Free School District's Academic Intervention Services (AIS)/Response to Intervention Plan (RtI) was developed to meet the requirements of the Section 100.2 (ee) revision to Part 100 of the Commissioner's Regulations adopted by the Board of Regents in July of 2000.

School districts are required to provide Academic Intervention Services to students who:

- lack reading readiness in Grades K-2, or
- are at risk of not achieving the State designated performance level in English language arts and/or mathematics in Grades K-12, and/or
- to be at risk of not achieving the State designated performance level on any one of the State examinations in English language arts, mathematics, social studies, or science that are required for graduation

A school district may provide a response to intervention (RtI) program in lieu of providing academic intervention services (AIS) to eligible students provided that the RtI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS and that the RtI program is provided in a manner that is consistent with the AIS requirements.

Response to Intervention – Academic Intervention Services

Academic Intervention Services (AIS) are supplemental instruction and/or student support services designed to help students achieve grade-level expectations in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 4-12.

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006). The RtI process begins with high quality research-based instruction in the general education setting provided by qualified teachers. Instruction in the core curriculum is matched to student needs using differentiated and personalized instruction and supplemental intervention using a tiered approach. The process of initiating instructional supports begins with a universal screening. At each subsequent level of instruction, progress monitoring data is collected to measure student progress and to determine whether to initiate or discontinue additional instructional supports.

School-Wide Universal Screening

Universal screening is conducted to identify students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, reliable, and valid assessments conducted with all students from a grade level.¹

¹ "Early Literacy: Tools." *Home*, US Department of Education (ED), 2 Aug. 2017, www2.ed.gov/about/inits/ed/earlyliteracy/tools.html.

All students in East Islip School District in Kindergarten through Grade 8 will be given universal screenings (Curriculum Associates i-Ready) three times per year. The screenings will be given in the Fall, Winter and Spring.

Instructional Support Team

The Instructional Support Team (IST) is the vehicle for assembling customized intervention plans for those students who display the most intensive and serious problems. The Instructional Support Team is composed of a multidisciplinary group of educators and follows a research-validated structured approach known as the ‘problem-solving model’ (Bergan, 1995) to understand and analyze student challenges. Our Instructional Support Team (IST) consists of classroom teachers, reading teachers, academic intervention teachers and school psychologists. The universal screening and diagnostic tools are used in the problem-solving process to determine the appropriate interventions.

The RtI Approach

RtI is a Tiered approach – Tier 1, Tier 2A, Tier 2B, and Tier 3. The tiers move from least to most needed support.

Tier 1 - Classroom Instruction

Instruction provides high-quality, differentiated, culturally responsive instruction aligned to the NYS Next Generation Learning Standards to all students. Based on research reading instruction includes a balanced instructional program focusing on the motivation to read: phonemic awareness; phonics, vocabulary; comprehension; and fluency. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skills and fluency, conceptual knowledge/number sense and reasoning ability. Research-based instruction is delivered to target the needs of at least 80 percent of all learners. Support is provided in terms of scaffolding, differentiation, explicit direct instruction, small group (including flexible grouping) and/or individual support.

Tier 1 - Classroom	
Targeted Group and Instruction	All students will receive appropriate instruction delivered in the general education class. Instruction in reading will be scientific, research-based reading programs delivered with fidelity that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Mathematics instruction will be scientific, research-based instruction in numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.
Grouping	Multiple and flexible grouping format to meet student needs.
Identifying student needs/goals	Students who are not meeting the required benchmarks or grade level standards receive additional supports and/or intervention/strategies within the general education classroom.
Duration of Intervention	6 to 8 weeks (per intervention)
Interventionist	General Education classroom teacher
Setting	In the General Education classroom
Frequency of Data Collection	Universal screening: three times yearly Progress monitoring takes place in many forms (tests, quizzes, homework, classwork, small group instruction, etc.) and is a fluid and

	frequent process. If a student is being brought to the Instructional Support Team, all necessary paperwork will need to be completed.
Review	Every 6-8 weeks, the review will take place with the building data team. The decision to continue intervention, change intervention or refer to the IST will then be made.
Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up Tiers	2-3 interventions/strategies (administered one at a time) will be implemented over a course of 4-6 weeks per intervention/strategy prior to movement between Tiers.

Tier 1 includes:

- Core curriculum aligned to the New York State Next Generation Learning Standards.
- Appropriate research-based instruction that will target the needs of at least 80 percent of all learners.
- Differentiated instruction and the best practices within the general education setting.
- Supplemental instruction in reading throughout the day in all disciplines.
- Universal screenings/benchmark assessments of all students in the general education classroom.
- Tier 1 targeted intervention for students at-risk of insufficient progress.

Tier 2 intervention is broken into Tier 2A and Tier 2B.

(Tier 2A is provided by the classroom teacher and Tier 2B is provided by an interventionist)

Tier 2A

Instruction provides small group-based targeted supplemental instructional interventions that are provided in addition to Tier 1 core instruction. Approximately ten to fifteen percent of scholars require this level of intervention. Interventions should be determined based upon instructional and behavioral data. These interventions are systematic, based on research, specially designed, and inclusive of explicit direct instruction. Tier 2A provides more monitoring to determine academic progress and intervention effectiveness. Tier 2B interventions can be delivered during the building literacy block which will be built into the master schedule at the elementary level.

Tier 2A – Intervention Level	
Targeted Group and Instruction	5-15% of the students. For students who have not responded adequately to Tier 1 efforts.
Grouping	Homogeneous small group instruction. Grades K-2 – up to 5 in a group, depending on the intervention. Grades 3-5 – up to 7 in a group, depending on the intervention. It is important that the groups be at the same ability/instructional level with the focus on similar skills.
Identifying student needs/goals	Identify student goals generated by data demonstrating student needs (given response to Tier 1 interventions).
Duration of Intervention	K-2: Math 40 minutes per week; Reading 60 minutes per week. 3-5: Math 60 minutes per week; Reading 90 minutes per week.

	Three times a week (for 6-8 weeks) for a minimum of 10-minute interventions, in addition to the core instructional block.
Interventionist	General Education Teacher
Setting	In the General Education classroom
Frequency of Data Collection	Teachers will monitor students who are in jeopardy of not meeting standards, and who may be referred to the building IST. Monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 3-4 data points (per intervention).
Review	Every 6-8 weeks, progress will be reviewed. Work with the IST if movement to a more restrictive Tier may be required.
Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 2A) per skill prior to review by the IST, which will determine if a student moves up/down a tier.

Tier 2B - Group Based Targeted Supplemental Instruction

Instruction provides group-based targeted supplemental instructional interventions that are provided in addition to Tier 1 core instruction. Approximately ten to fifteen percent of scholars require this level of intervention. Interventions should be determined based upon instructional and behavioral data. These interventions are systematic, research based, specially designed, and inclusive of explicit direct instruction. This specially designed instruction may be provided by a qualified content specific specialist, classroom teacher, reading teacher or other qualified personnel, provided it is supplemental to Tier 1 core instruction. Qualified staff, appropriately certified, will deliver intervention services. Tier 2B interventions can be delivered during the building level literacy block which will be required to be built into the master schedule at the elementary level.

Tier 2B – Intervention Level	
Targeted Group and Instruction	5-10% of the students. For students who have not responded adequately to Tier 1 and Tier 2A efforts.
Grouping	Homogeneous small group instruction. Grades K-2 – up to 5 in a group, depending on the intervention. Grades 3-5 – up to 7 in a group, depending on the intervention. It is important that the groups be at the same ability/instructional level with the focus on similar skills.
Identifying student needs/goals	Identify student goals generated by data demonstrating student needs (given response to Tier 1 interventions).
Duration of Intervention	K-2: Math 40 minutes per week; Reading 60 minutes per week. 3-5: Math 60 minutes per week; Reading 90 minutes per week. Intervention is in addition to the core instructional block.
Interventionist	Determined by the building team (e.g., Reading teacher, AIS (Academic Intervention Services), special education teacher)
Setting	May be in the General Education classroom or outside the classroom
Frequency of Data Collection	Progress monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 3-4 data points (per intervention).
Review	Every 6-8 weeks, progress will be reviewed. Work with the IST as needed.

Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 2B) per skill prior to review by the IST, which will determine if a student moves up/down a tier.

Tier 3 - Intensive Targeted Supplemental Instruction

Targeted instruction provides more intensive intervention for scholars who are not demonstrating sufficient progress while receiving Tier 2 interventions. Approximately one to five percent of scholars require this level of intervention. Tier 3 provides group-based targeted supplemental instructional interventions that are provided in addition to Tier 1 core instruction. Time, duration, group size and frequency are the defining factors between Tier 2 and Tier 3. Interventions should be determined based upon instructional and behavioral data. These interventions are systematic, research based, specially designed, and inclusive of explicit direct instruction. Tier 3 provides more intensive progress monitoring protocols to determine academic progress and intervention effectiveness.

Tier 3 – Intensive Intervention Level	
Targeted Group and Instruction	For 5% of the student population who have not responded adequately to Tier 1 and Tier 2 efforts, or who demonstrate significant needs. Students are at risk of insufficient progress.
Grouping	Homogeneous small group instruction of up to 3 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.
Identifying student needs/goals	Identify student goals generated by data demonstrating student needs (given response to Tier 1 or Tier 2 interventions.)
Duration of Intervention	K-2: Math 40 minutes per week; Reading 90 minutes per week. 3-5: Math 90 minutes per week; Reading 90 minutes per week. Intervention is in addition to the core instructional block. Instruction will be 3 to 5 times per week intervention/strategy for 30 minutes in addition to the Core instructional reading block.
Interventionist	Reading teacher, special education teacher, AIS teacher
Setting	Appropriate setting designed by the team may be within or outside the classroom.
Frequency of Data Collection	At least weekly progress monitoring on targeted skill with data.
Review	Every 6-8 weeks, progress will be reviewed with the data team and/or IST.
Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up or down Tiers	2-3 interventions/strategies (at Tier 3) per skill with a minimum of 10-15 weeks prior to movement up or down tiers. The data team should meet and review data. Psychologists must be present prior to referral to Special Education.

Research-based reading instruction includes a balanced instructional program focusing on the motivation to read:

- phonemic awareness,
- phonics,
- vocabulary,
- comprehension and
- fluency.

Research-based instruction in mathematics includes instruction in:

- problem-solving,
- arithmetic skills and fluency,
- conceptual knowledge/number sense and
- reasoning ability.
-

Research-based social/emotional instruction following the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework: (See appendix)

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

Areas of Potential Reading Difficulty

AREAS OF POTENTIAL READING DIFFICULTY	
Understanding How Written Language Works	<ul style="list-style-type: none"> • Understanding early concepts such as directionality, word-by-word matching, and the use of space to define words.
Recognizing and Taking Words Apart	<ul style="list-style-type: none"> • Hearing and distinguishing individual sounds in words. • Distinguishing letters by their features. • Connecting letters to sounds and sounds to letters. • Blending sounds to read simple words. • Noticing parts to take words apart efficiently. • Hearing and distinguishing parts in words. • Recognizing and taking apart words while reading continuous text.
Comprehending Written Language	<ul style="list-style-type: none"> • Understanding that print is language that makes sense. • Recognizing and using language syntax. • Deriving the meaning of new words and increasing vocabulary while reading. • Following the details of a plot or gathering and remembering information while reading. • Bringing background informatization to a text to construct new understandings. • Making inferences and predictions while reading. • Thinking analytically about the craft of a text. • Thinking critically about the content and purpose of a text.
Reading with Phrasing and Fluency	<ul style="list-style-type: none"> • Putting words together in meaningful phrases. • Reading with ease and automatic word recognition and/or quick decoding. • Using punctuation while reading. • Using one’s voice to reflect the writer’s meaning.
Reading with Engagement and Motivation	<ul style="list-style-type: none"> • Giving sustained cognitive attention to reading. • Choosing books of interest. • Reading voluntarily and voluminously. • Talking actively about books with others. • Making suggestions to others about books to read. • Expressing enjoyment in reading.
Writing	<ul style="list-style-type: none"> • Writing in a way that is grammatically correct and understandable. • Using writing as a tool for thinking and communicating. • Using conventions. • Understanding the writer’s craft. • Engaging in various aspects of the writing process. • Using voice. • Identifying audience.

Leading for Literacy, Pg. 275

District Resources

Tier 1 Tool Kit of Intervention/Accommodations/Modifications

Reading	Math
<p>Accommodations: Use notes on tests/quizzes Use graphic organizer Provide copy of notes Provide guided notes Allow oral response for answers Extended time for assessment Test/assignments read aloud Have student re-state directions Highlighted text Type instead of write Small group instruction Assistive technology</p>	<p>Accommodations: Allow for corrections to be made on assignments/tests Extended due dates Provide copy of notes Provide guided notes Extended time for assessment Have student re-state directions Small group instruction Assistive technology</p>
<p>Interventions: Extra practice on basic skills</p> <ul style="list-style-type: none"> • Read aloud into a recording device or with a partner • Vocabulary flashcards <p>Teach additional content area reading skills Pre-teach concepts Re-teach concepts</p>	<p>Interventions: Extra practice on basic skills</p> <ul style="list-style-type: none"> • Flashcards <p>Pre-teach concepts Re-teach concepts</p>

Research based programs for Tiered Instruction (Tier 2A, 2B, 3)

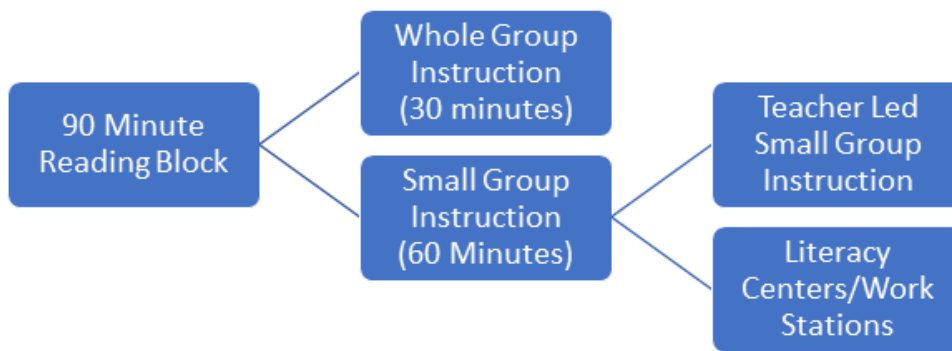
Reading	Math
<ul style="list-style-type: none"> • Balanced literacy curriculum • Foundations • i-Ready supplemental lessons • IXL • Raz Kids • LLI • Wilson • Just Words • V & V 	<ul style="list-style-type: none"> • Ready Math • IXL • i-Ready supplemental lessons

Criteria for Entrance and Exit to Multi-Tiered System of Support (MTSS)

Students will be eligible for Multi-Tiered System of Support if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for Multi-Tiered System of Support services will be determined when students meet the criteria based on multiple grade level measures.

Eligibility criteria is not weighted and requires the team to use professional judgment when determining tiered services.

Recommended Literacy Block



Tier 1 Instruction: 30 Minutes Whole Class (Heterogenous) By General Education Teacher	
Tier 2A Instruction: 1 Hour Small Group Rotations (homogeneous) By General Education Teacher <ul style="list-style-type: none"> • 20 minutes Center or Teacher Table • 20 minutes Center or Teacher Table • 20 minutes Center or Teacher Table 	Tier 2B and Tier 3: Push-in, Pull-out Small Group By Interventionist <ul style="list-style-type: none"> • 20-30 minutes 3x to 5x per week • Progress monitoring should take place for all these students

Considerations when Implementing RtI with Limited English Proficient/English Language Learners

The New York State Education Department cites considerations when implementing RtI with English Language Learners:

- Teaching is culturally responsive – The student’s prior experiences are considered. These include home language background and socio-cultural background.
- Reading Instruction – Teachers should consider the relationship between a student’s language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second languages.
- Math Instruction – Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are necessarily universal.
- When designing the school district’s RtI process, literacy, and oracy in both native and second languages, culture, and educational history are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- ENL is an integral part of core instruction for all LEP/ELL students. (Part 154 of the Regulations of the Commissioner of Education).

Matching Instruction to Student Need

Differentiated instruction should be used for ALL students. However, differentiated instruction for ELLs should consider the student’s level of English proficiency and prior educational experiences to address cultural and linguistic differences. When determining appropriate instruction/intervention, the following list applies to all levels of ELL students:

- Consider the amount and type of ENL instruction the student received in the past and in the present.
- If applicable, consider the amount and type of native language instruction in the past and in the present.
- Ensure that the language(s) used for intervention matches the language(s) used for core instruction.
- Consider the impact of language and culture on instruction and learning.
- Contact the family for guidance and feedback.
- Ensure that certified ENL teachers serve on the instructional decision-making (RtI) team when applicable.

Criteria for MTSS Services

Grades K-5 Fall

Probe	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
FSF	2					
LNF	4	33				
PSF		34				
NWF-CLS		20	40			
NWF-WWR		0	8			
ORF			35	54	65	83
Maze				4	10	12
Reading Level		C	H	L	O	R

Winter

Probe	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
FSF	27					
LNF	29					
PSF	13	34				
NWF-CLS	14	37	40			
NWF-WWR		5	8			
ORF			53	70	84	101
Maze				7	12	13
Reading Level	A	E	J	M	P	S

Spring

Probe	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
FSF						
LNF	41					
PSF	41	34	40			
NWF-CLS	24	48	8			
NWF-WWR		11	68			
ORF				81	99	105
Maze				13	21	19
Reading Level	C	H	L	O	R	T

Students at or below these scores will be *considered* for MTSS.

Progress Monitoring

Progress monitoring is the standardized process of evaluating progress toward a performance target, based on rates of improvement from frequent (usually weekly or biweekly) assessment of a specific skill.

Monitoring student progress is an ongoing endeavor. The building principal, with the support of the IST, is responsible for monitoring the progress of all students in his/her building. The progress of students receiving MTSS services will be reviewed three times per year in K-5. The progress of students receiving MTSS services will be reviewed quarterly in grades 6-12. A student requiring MTSS will continue to be provided with service(s) until the student's performance indicates that district standards have been attained. The guidelines for moving to another tier level or discontinuing services are based on the MTSS criteria (*see chart).

Parent Notification

The partnership between home and school is important to ensure student success. Teachers and parents are both interested in discussing students' programs and progress.

Grades Kindergarten to Grade 5

Fall:

A letter will be sent to all families indicating if their child is on target to meet grade level standards, or if they need additional reading and/or math support.

Winter:

If a child's placement changes after the winter universal screening, a letter will be sent to families.

Spring:

If a child is recommended to continue services in the next school year, a letter will be sent to families.

Notification of Services

To ensure effective parental involvement and to develop a partnership for improving student academic achievement, parental notification indicating a need for Response to Intervention or Academic Intervention Services /Title 1 will be sent to parents. This notification will be made in writing. Parents will be notified if there is a change in level of service. Notification will include:

- A summary of the services to be provided to the student (start date)
- When the services will be provided
- The consequences of not achieving expected performance levels.

Discontinuation of Services

When a child exits out of the program based on the exit criteria as determined by the level on the state assessment and the district, the parent will be notified in writing that the services will be ending. This notification will include the following:

- Criteria for ending services
- Current performance level of the student
- The assessment(s) that were used to determine the student's level of performance.

Academic Intervention and Support Services Grades 6-8

Identification Procedure

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

In the spring, a list will be generated of students who will be recommended to receive services in the upcoming school year. A letter will be sent to parents at the end of the school year that the student will receive services.

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

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

II. Description of Academic Intervention Services for Grades 6-8 ELA

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

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

IV. Parental Notification and Involvement for Grades 6-8

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

*NOTE: Multiple measures are always used when determining eligibility

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS ELA Assessment, grades 5, 6, and 7	Spring of school year	Scoring below the median scale score based on NYSED annual recommendation	Scoring above the median scale score based on NYSED annual recommendation on NYS assessments, end of grades 6 or 7	Reading Support ELA Support
New Entrant Review of cumulative transcripts	Ongoing	Demonstration of grade in ELA less than 70% or scoring below the median scale score based on NYSED recommendation	Not applicable	Skills Classes
Course average	Quarterly	70% or less in ELA and/or Social Studies for two (2) or more quarters	75% or higher in math for two (2) or more quarters	
Grade Level Assessments	Ongoing	Scoring below 70% on assessments	Scoring above 75% on assessments	
Teacher Observation - participation - performance - student work	Ongoing	Teacher recommendation and documentation	Teacher recommendation and documentation	
Final course average	June	Scoring below 70% on final report card	Scoring 75% or above for final grade (course) average.	
i-Ready	Fall, Winter, Spring	Below Basic Level 2 or more grade levels below	On grade level performance	

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

*NOTE: Multiple measures are always used when determining eligibility

Assessment and Instruments	Date of Administration	Entrance Criteria	Exit Criteria	Methods of Service
NYS Math Assessment, grades 5, 6, and 7	Spring of school year	Scoring below the median scale score based on NYSED annual recommendation	Scoring above the median scale score based on NYSED annual recommendation on NYS assessments, end of grades 6 or 7	Math Support Skills Classes
New Entrant Review of cumulative transcripts	Ongoing	Demonstration of grade in math less than 70% or scoring below the median scale score based on NYSED recommendation	Not applicable	
Course average	Quarterly	70% or less in math for two (2) or more quarters	75% or higher in math for two (2) or more quarters	
Grade Level Assessments	Ongoing	Scoring below 70% on assessments	Scoring above 75% on assessments	
Teacher Observation - participation - performance - student work	Ongoing	Teacher recommendation and documentation	Teacher recommendation and documentation	
Final course average	June	Scoring below 70% on final report card	Scoring 75% or above for final grade (course) average.	
i-Ready	Fall, Winter, Spring	Below Basic Level 2 or more grade levels below	On grade level performance	

II. Description of Academic Intervention Services for Grades 6-8 ELA

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

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

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

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

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

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

IV. Parental Notification and Involvement for Grades 6-8

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

Academic Intervention and Support Services Grade 8 into Grade 9 and Grade 9 – Grade 12

Identification Procedure

Grade 8 into Grade 9

At the end of the second quarter, teachers will recommend students and review course recommendations for AIS. This information will be given to the assistant principal in charge of scheduling and AIS. A copy will also be given to the building principal and the Director of Guidance.

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

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

Grades 9-12

Teachers will make recommendations at the end of January.

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

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

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

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

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

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

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

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

IV. Parental Notification and Involvement for Grades 9-12

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

*NOTE: Multiple measures are always used when determining eligibility

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> • NYS ELA Assessment grade 8 or 8th grade district-wide assessment • i-Ready 	<ul style="list-style-type: none"> • Spring of Grade 8 • Ongoing 	<ul style="list-style-type: none"> • Scoring below the median scale score based on NYSED annual recommendation • Below basic level 	A score of 75% or higher on final course average
English Regents exam at end of English 11	June/January of each year	Scoring below a score of 65%	A score of 75% or higher on final course average
Review of cumulative transcripts	Ongoing	<ul style="list-style-type: none"> • Demonstration of grade in ELA less than 70% • Less than 70% in English for two (2) or more quarters 	Scoring at 75% for final grade (course) average Teacher recommendation Principal's review
Course average	Quarterly	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> • Academic Performance • Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

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

*NOTE: Multiple measures are always used when determining eligibility

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> • NYS Math Assessment grade 8 or 8th grade district-wide assessment • i-Ready 	<ul style="list-style-type: none"> • Spring of Grade 8 • Ongoing 	<ul style="list-style-type: none"> • Scoring below the median scale score based on NYSED annual recommendation • Below basic level 	A score of 75% or higher on final course average
Algebra 1 Regents exam – year of completion	June/January of each year	Scoring below a score of 65%	A score of 75% or higher on final course average
Review of cumulative transcripts	Ongoing	<ul style="list-style-type: none"> • Demonstration of grade in math less than 70% • Less than 70% in math for two (2) or more quarters 	Scoring at 75% for final grade (course) average Teacher recommendation Principal's review
Course average	Quarterly	Scoring below 70%	
Teacher Assessment <ul style="list-style-type: none"> • Academic Performance • Student Work 	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

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

*NOTE: Multiple measures are always used when determining eligibility

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

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

*NOTE: Multiple measures are always used when determining eligibility

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

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

Monitoring: school personnel will monitor the student's achievement to ensure he/she is making appropriate progress toward meeting the New York State Standards. Adjustments in service may be made according to the child's progress.

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

AIS

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

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

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

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

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

Subject Specific Extension Courses: In English, Social Studies, Math and Science departments, based on need and teacher recommendations. Meet on every other day schedule.

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

Credit Recovery: Based on need and data driven teacher recommendation. Meet on every other day schedule with a certified teacher assigned to the program.

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

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

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

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

IV. Parental Notification and Involvement for Grades 9-12

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

Appendix A: Glossary of Terms

Accommodation: An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers. An accommodation for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. An accommodation for unmotivated students may include breaking larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).

Benchmark: A specified level of performance expected of students at a particular grade level.

Core Instruction: Those instructional strategies that are used routinely with all students in a general education setting are considered ‘core instruction.’ High-quality instruction is essential and forms the foundation of RtI academic support. NOTE: While it is important to verify that a struggling student receives good core instructional practices, those routine practices do not ‘count’ as individual student interventions.

Criterion-referenced: Measures how well a person has learned a specific body of knowledge and skills.

Curriculum-Based Assessment (CBA): Formative and summative assessments are aligned with the school’s curriculum, occurring regularly, and used to formulate instructional decisions.

Curriculum-Based Measurement (CBM): An assessment approach used for the purpose of screening and monitoring progress in specific, basic, skills areas within reading, mathematics, writing, and spelling. CBM makes use of short, standardized probes that help school personnel determine a student’s risk status and their response to intervention. Each CBM probe is novel (alternate form of equivalent difficulty), with its reliability and validity well documented. (R-CBM: Reading-Curriculum Based Measurement)

Data-based Decision Making: The process of using student data to determine the efficacy of instruction and/or intervention in order to make necessary adjustments.

Data point: A data point is one score on a graph or chart, which represents a student’s performance at one point in time.

Differentiated Instruction: Involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction, they typically make adjustments to content, process, product and/or the learning environment.

Fidelity: Refers to how accurately and consistently a prescribed intervention, instruction or assessment is delivered/administered in the way it was intended.

Formative Assessment: Ongoing, informal assessments to determine student progress.

Intervention: An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings and is aligned to CCSS.

An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select question generation (Davey & McBride, 1986.; Rosenshine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those ‘gist’ sentences for later review.

LNF: Letter Naming Fluency

LSF: Letter Segmentation Fluency

MAZE: Timed measures that measure reading comprehension. Students must select the word that makes the most sense in the sentence.

Modification: A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class or letting the student consult course notes during a test when peers are not permitted to do so. Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general education student’s RtI intervention plan, however, because the assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone. In fact, modifying the work of struggling general education students is likely to have a negative effect that works against the goals of RtI. Reducing academic expectations will result in these students falling further behind rather than closing the performance gap with peers.

NWF: Nonsense Word Fluency

Norm-Referenced Assessment: Compares a student’s performance to that of an appropriate peer group.

PSF: Phonemic Segmentation Fluency

Probe: A short, standardized assessment (1-8 minutes). CBM probes are commonly used for data and progress monitoring purposes.

Progress Monitoring: The practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Progress monitoring takes many forms (tests, quizzes, homework, classwork, small group instruction, etc.) and is a fluid and frequent progress.

Rate of Progress: Student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed (trend line on a graph).

Reliability: The extent to which scores are accurate and consistent.

Research-based instruction: Involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

SMART goal: Specific (and strategic): Linked to position summary, departmental goals/mission and answers the questions: Who? / What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected described result.

Time framed: Goals have a clearly defined timeframe including a target or deadline date.

Standard Protocol Intervention: Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

Tiered Instruction: An instructional delivery model which outlines intensity of instruction within a multi-Tiered prevention/intervention system.

Validity: The extent to which scores represent the underlying construct.

Universal Screening: Academic screening assessments are conducted to identify students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing and short-term progress monitoring to verify students' risk status. Screening measures must be administered with strict fidelity and be proven to be valid and reliable.

Appendix B: Parent Communication

Parent Letters Kindergarten to Grade 5

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary for them to be successful. New York State Education Department has mandated that schools provide Multi-Tiered System of Support (MTSS) to students who are at risk of not meeting NYS Standards. We support students in need of additional help through our Multi-Tiered System of Support.

Students were assessed using multiple measures. These include a universal screening tool, i-Ready, NYS ELA and Math Assessments, and classroom observations, to name a few. These assessments were designed to determine growth and development across pre-reading and/or reading skills that are important for lifelong literacy success, and mathematics competencies.

Our school's support team meets regularly to review the progress of all our students. The team, which includes your child's teacher, has determined your child will benefit from the following services:

Service(s) to be provided if checked:	
ELA support services will be provided	
Mathematics support services will be provided	

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

Sincerely,

Exit Services Letter Grade K – Grade 5)

Dear Parents/Guardians:

Our student support team has determined that your child will be exited from our Multi-Tiered System of Support. The team reached this decision based upon multiple measures. Please be assured that your child's progress and rate of learning will continue to be monitored.

If you have any questions or concerns, please contact your child's classroom teacher. We are proud of your child's growth, and know that you are, too. Thank you for your continued support of your child's education.

Sincerely,

(K – 5 Students continuing services in September – Building Letterhead)

This year, _____ has been receiving academic support services. They have made progress, and we would like to see that progress continue. To do this, we will begin services in September. We continue to use multiple district measures to make this determination.

At this time, your child has been identified as a candidate for additional literacy and or math support and will be provided these services to the extent possible beginning in September.

ELA services provided if checked:	
Math services provided if checked:	

Summertime is a fun way for your child to escape to various times and places, learn new things, explore topics of interest, and feed their curiosity during the vacation months. By helping your child embark on their reading adventures over the summer, you are encouraging great reading habits while maintaining reading stamina and comprehension skills. Although school may be over for the year, it is important to encourage your child to read daily. Additionally, reviewing math facts with your child through games is a wonderful way to help them sharpen their skills.

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

Sincerely,

Principal

Parent Letters Grades 6 – 12

(Grades 6 – 12, MS & HS letterhead)

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary to meet the New York State Learning standards. Students may require extra instructional time and additional supports in order to meet academic standards and succeed in school. We provide a Multi-Tiered System of Support (MTSS) for students identified as at risk of not achieving the grade level benchmarks.

Based upon a review of your student's academic performance, eligibility for our Multi-Tiered System of Support has been determined. Student academic performance information is available on the Infinite Campus Parent Portal.

The following services will be provided:

- [List AIS courses and/or programs]

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 student in achieving success this year, as well as increase the likelihood that they will be successful in meeting the New York State graduation requirements.

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

If you have any questions, please contact your students school.

Sincerely,

Exit Services Letter

Dear Parents/Guardians:

Our student support team has determined that your child will be exited from Academic Intervention Services class. The team reached this decision based upon multiple measures. Please be assured that your child's progress and rate of learning will continue to be monitored.

If you have any questions or concerns, please contact your child's classroom teacher. We are proud of your child's growth, and know that you are, too. Thank you for your continued support of your child's education.

Sincerely,

(6-11 Students continuing services in September – Building Letterhead)

This year, _____ has been receiving academic support services. They have made progress, and we would like to see that progress continue. To do this, we will begin services in September. We continue to use multiple district measures to make this determination.

At this time, your child has been identified as a candidate for additional support and will be provided these services beginning in September.

ELA services provided if checked:	
Math services provided if checked:	

Summertime is a fun way for your child to escape to various times and places, learn new things, explore topics of interest, and feed their curiosity during the vacation months. By helping your child embark on their reading adventures over the summer, you are encouraging great reading habits while maintaining reading stamina and comprehension skills. Although school may be over for the year, it is important to encourage your child to read daily. Additionally, reviewing math facts with your child through games is a wonderful way to help them sharpen their skills.

If you have any questions or require additional information, contact your child’s teacher or my office.

Sincerely,

Principal

