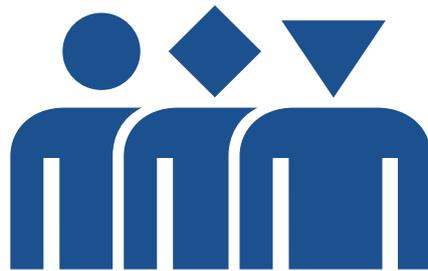
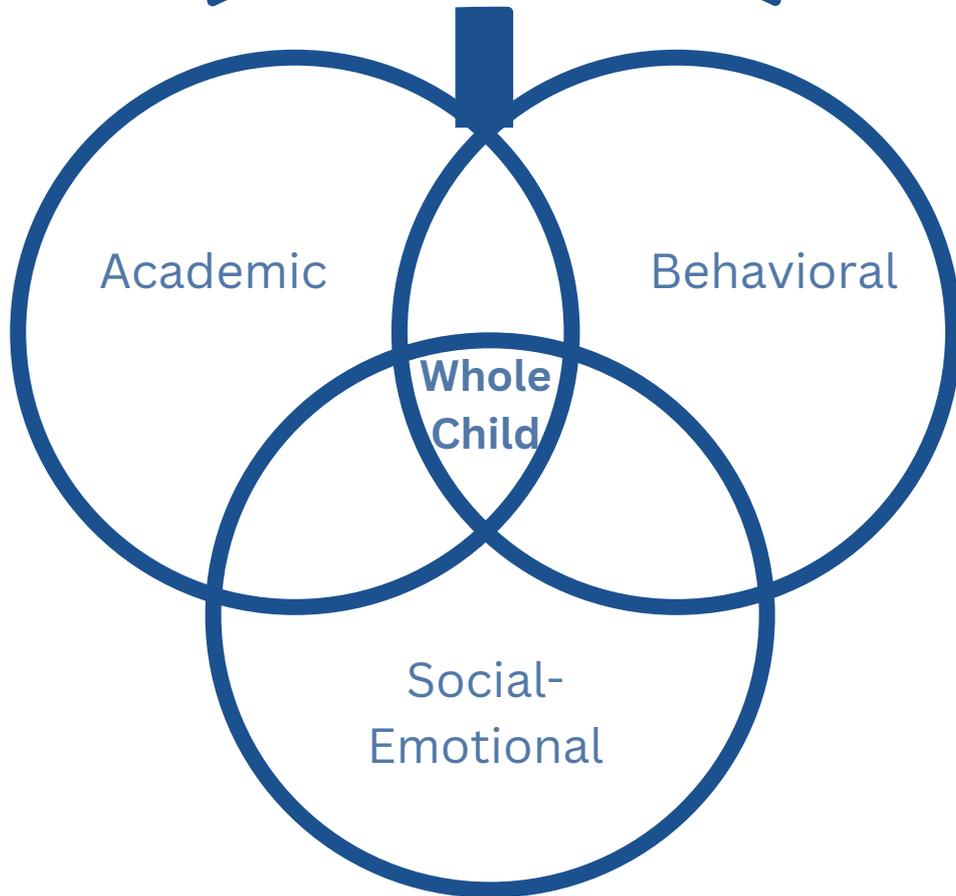


Multi-Tiered System of Support

Elwood School District



A Plan for Multi-Tiered Systems of Support (MTSS) to meet the academic and social-emotional needs of ALL students.



Diversity, Equity
& Inclusion

Culture
of Care

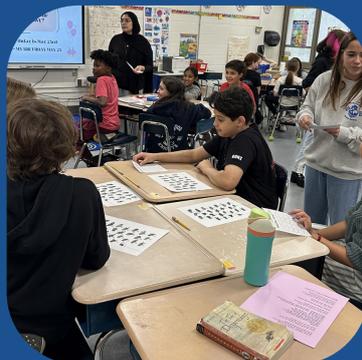
School & Community
Collaboration

Multi-Tiered System of Support

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Acknowledgements

Elwood Union Free School District Mission Statement:

The Elwood Public Schools serve a diverse community and value the unique skills and qualities of all our students from kindergarten through senior year. Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. We invite the entire Elwood community to join us on this journey.

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Mr. Walter Edwards, Member
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Ms. Lindsay Fritch, Elwood-John H. Glenn High School Assistant Principal
Mr. Wayne Ebanks, Interim Elwood-John H. Glenn High School Assistant Principal
Dr. Christina Moran, Elwood Middle School Principal
Ms. Erica Cuomo, Elwood Middle School Assistant Principal
Ms. Elissa Millan, James H. Boyd Intermediate School Principal
Ms. Julie Bilello, Harley Avenue Primary School Principal

Introduction

Section 100.2(ee) of the Commissioner's Regulations requires Academic Intervention Services (AIS) to be provided to students in grades K-12, primarily in reading and math. In addition, in 2000, the New York State Education Department (NYSED) issued requirements for Response to Intervention, RTI now transitioned to Multi-Tiered System of Supports (MTSS) plans for students in grades K-5, in reading. NYSED has also outlined guidelines on implementation of Multi-Tiered System of Supports (MTSS-I).

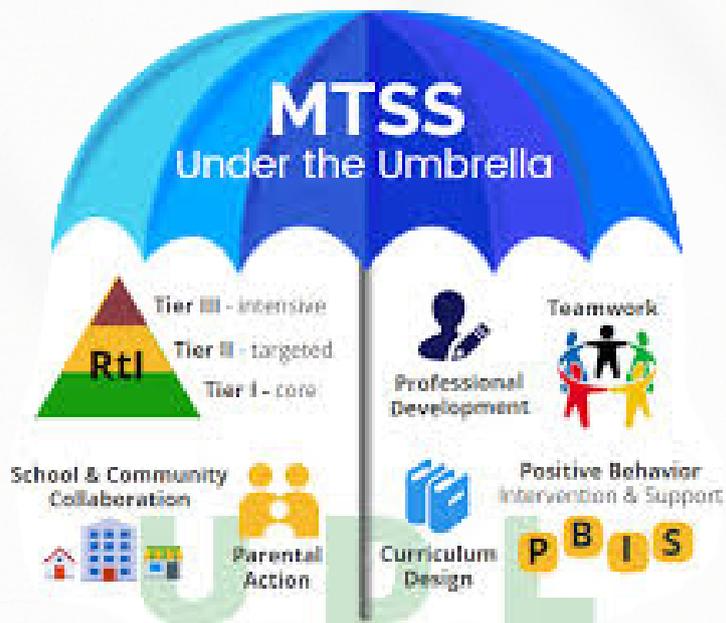
Our MTSS Goals:

For Students: The MTSS framework allows students to be known, respected, and supported across the diversity of their needs so they may achieve success in their academics, personal relationships, and post-secondary outcomes. As an education community empowering ALL students' growth and success, we believe that the individualization of each student's academic and social-emotional learning plan is the key to the creation of a culture of care.

For Educators: The MTSS framework is a way to support students more effectively, more easily, and more efficiently through the streamlining of data collection and documentation of observations and student data enabling our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success. The MTSS framework is designed to formalize the collaboration between members of the faculty that provide support services with the classroom teacher, families and students.



MTSS Under the Umbrella



<https://cedar.education.ufl.edu/mtssudcli-professional-development-module/mtss-chapter/>

The purpose of **MTSS** and **AIS** is to improve student achievement. As highlighted in above illustration, the **MTSS** framework provides an umbrella of comprehensive resources, supports and interventions of increasing intensity and duration to meet students at their point of need. This is achieved by the steps below:

- assess the progress of all students 2-3 times a year using multiple measures as defined in this plan (universal screening)
- preventative measures to address potential risks
- identify students at risk using multiple measures
- provide direct instruction through supplemental services to students at risk
- use a research based tool to monitor progress of students at risk
- monitor the progress of students who discontinue services
- maintain communication between the building principal and parents of students who are receiving services or progress monitoring, through parent letters and an annual parent meeting.



Essential Agreements



- ALL children can learn and achieve high standards with individualized approaches to teaching and learning.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction involving student inquiry, action and agency.



- Intervening at the earliest indication of need by multiple measures of formative and summative assessments is necessary for student success (P -12).
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs.



- Student progress is achieved through the use of on-going academic and behavioral performance data to inform instructional decisions, as well as opportunities for students to self-assess and reflect on their personal growth.
- Ongoing collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.



- The district provides regular opportunities for educators to become knowledgeable and reflect on best practices and develop expertise to ensure program sustainability.
- The MTSS Committee will meet annually to collaborate on plan development and enhancements.



Three-Tiered System of Service Delivery (K-12)



Multi-Tiered System of Supports (MTSS) is a framework used to determine if a student is responding to classroom instruction and progressing as expected.

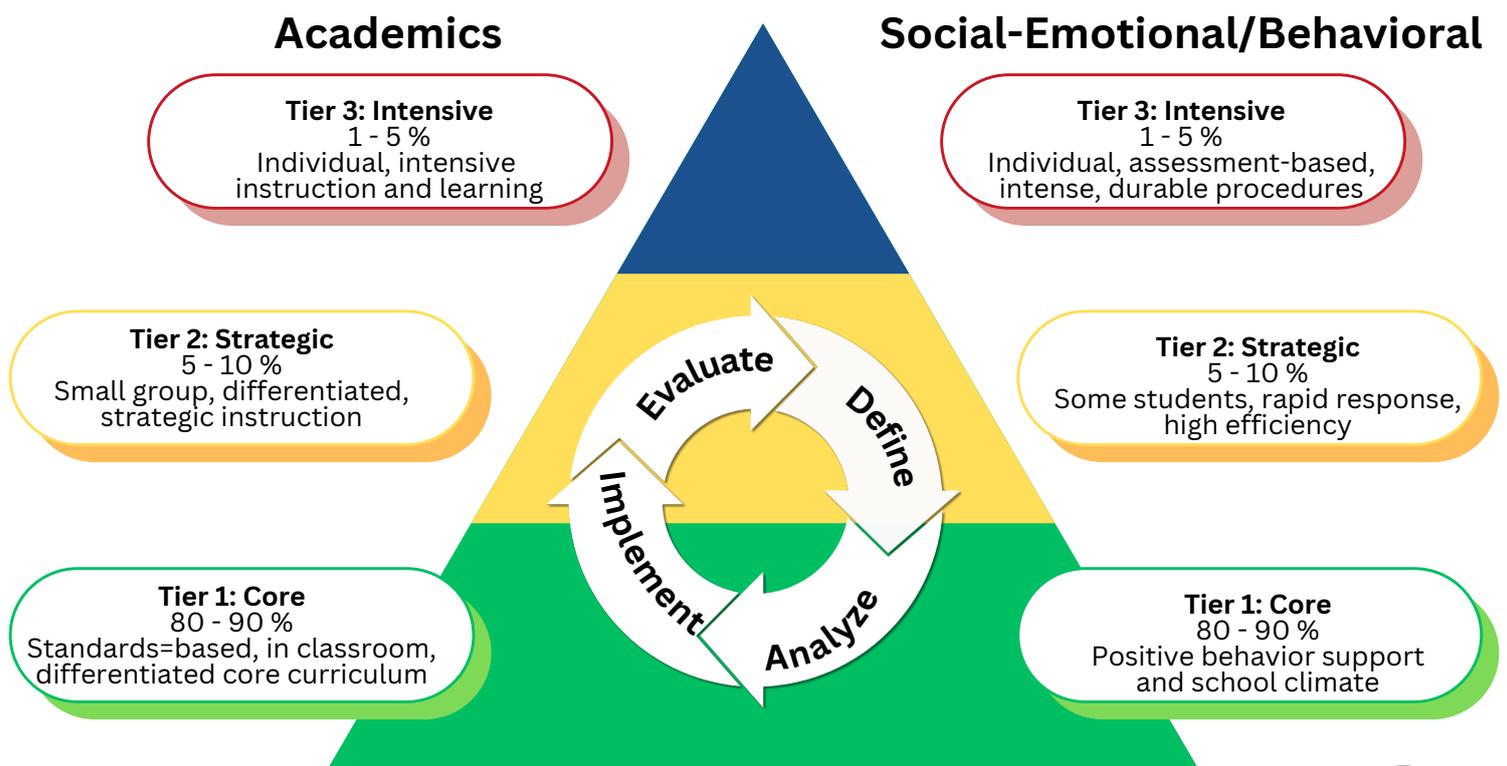
The assistance provided to students is based on three Tiers of service, as pictured below. Tier I is for all students; Tier II is for students who need additional, supplemental instruction (similar to AIS reading and math services). Tier III is for students who are not responding to Tier II intervention and are in need of a higher level of assistance.

As part of this process, students in grades K-5, who are struggling in English Language Arts or Math, receive additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model.

As shown below, each Tier provides instruction with increased intensity and duration, which means smaller groups or instructional time, and/or increased focus on specific areas. MTSS-I focuses on the early prevention of academic difficulty, particularly in the area of reading by:

- ensuring appropriate instruction for all students;
- providing additional levels of instructional assistance (intervention) for students who require support;
- monitoring students' progress and making appropriate modifications and adjustments to target and address the identified area of need.

<http://www.p12.nysed.gov/specialed/MTSS-1/parent.htm>



MTSS Expectations

- All buildings will implement MTSS according to a plan created by the district committee to ensure consistency across the district, region, and state. This plan does allow for individualization in some areas based on the different needs of our students.
- Participation in the MTSS process is not considered a special education process or a barrier to special education services.
- All schools will have an MTSS Team and will progress monitor through multiple measures of formative and summative assessments.
- Administrators will support and guide the implementation of the research-based intervention process.

Universal Screening

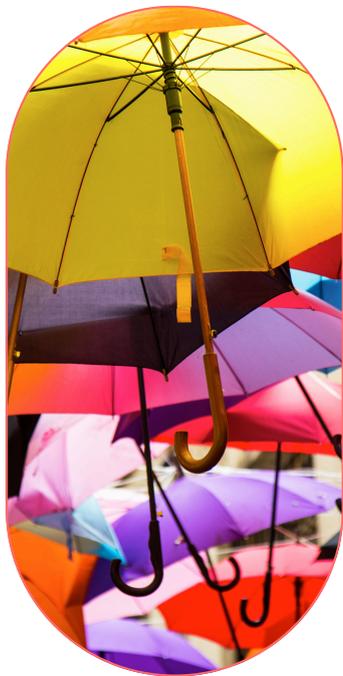


Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support. Universal Screening is used to provide parents and staff with objective data on student academic competencies unrelated to grade-level or curriculum expectations. When administered at least one time upon entrance to school or grade level and at least quarterly thereafter, universal screening tools can provide a measure of growth over time. Universal Screening may be done in K-12 but is most often used in K-8.

Targeted Screening

Targeted screening is the process of assessing struggling students to identify area(s) of skill deficit for the purpose of providing interventions and/or strategies to meet students' unique needs. Targeted screening is administered to determine the current level of student skills providing guidance for the appropriate interventions. Targeted screening will be done in K-12 to ensure all students are placed in appropriate interventions.





Tier 1 Core Instruction

At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations within the classroom learning environment. Instruction at Tier 1 is typically provided by the classroom teacher under the consultation of the MTSS Team. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible supports (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, maximizing active student engagement, etc).

Tier 2 Targeted Group Support

At Tier 2, students identified as being at-risk academically or behaviorally are provided scientific, research-based interventions and/or strategies in addition to the core. This could be provided through pull-out or push-in interventions. Interventions may focus on reading, writing, math, speech/language, occupational therapy, physical therapy, assistive technology, behavior, and social/emotional functioning (i.e., counseling), etc. Approximately 10 to 15% of students will need additional instruction at Tier 2 to become proficient. Tier 2 interventions are implemented with groups of students demonstrating common academic skill deficits or social/emotional/behavioral risk characteristics. All Tier 2 supports are implemented in collaboration with the classroom teacher and are in addition to Tier 1 Core Instruction.



Tier 3 Intensive Intervention

Students who have significant academic or behavioral deficits or have not demonstrated sufficient progress with targeted group interventions at Tier 2 may require more individualized interventions based on collected data. Compared to Tier 2, Tier 3 may consist of smaller student-teacher ratios and/or occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support. All Tier 3 supports are implemented in collaboration with the classroom teacher and are in addition to Tier 1 Core Instruction.

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) refers to additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the New York State Common Core Learning Standards. AIS is similar to RtI in that students receive supplemental support, and their progress is monitored. AIS support continues through 12th grade; currently RtI regulations define services for grades K-4.

AIS services are intended to assist students who are identified to be at risk of not achieving the New York State Learning Standards in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments and to be college and career ready. AIS also addresses barriers to learning such as attendance and behavior.

AIS include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance.

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in Grades 3 - 8 who score below the State designated performance level on one or more of the State elementary assessments in ELA, math or science. NYSED issues a memo in August of each year to identify the specific score that results in required AIS services.

Part 100.2 Regulation:

1. Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2).
2. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.
3. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.

Purpose of Our Plan



The MTSS & AIS Plans address barriers to student academic progress, which may include services in areas such as reading, math, guidance, counseling, attendance, and study skills that are needed to support improved academic performance and serve to reduce the barriers to academic progress. The AIS program is distinct from the English as a New Language program and Special Education services. AIS may be offered to students in addition to those programs, based on individual student needs and their overall school program.

The purpose of this plan is to provide a description of academic intervention instructional and support services in the Elwood School District. This description includes:

- Explanation of essential terms for AIS;
- Reference to annual meeting for parents with AIS providers and the Principal;
- The procedures used at each building to determine the need for academic intervention services including:
 - the name of AIS providers, the tools used for Universal Screening and additional screening tools, entrance criteria, frequency and minutes, progress monitoring tools and frequency, and exit criteria;
- Sample letters for communication with parents, from the AIS providers and the Principal, regarding entrance and exit from the program, or progress monitoring for students not currently receiving direct services;
- Description of how progress is reported to parents

Key Terms

- **Academic Intervention Services** - Assistance for students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include: extra instructional time to help students achieve the learning standards in the subject areas requiring AIS; support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.
- **Advisory Program** - A program to assist students in setting goals, navigating challenges, and making informed decisions about their academic and personal lives to achieve personal and academic success.
- **Assessment** - Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.
- **Behavior Intervention Plan** - A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction.
- **Benchmark** - Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.
- **Curriculum-Based Measurement (CBM)** - Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.
- **Intervention** - A system of addressing an identified gap in learning or area of deficiency by use of an evidenced-based practice, tool or strategy. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.
- **Multi-Tiered System of Supports** - A framework of interventions based on graduated tiers of support, which increases in intensity and duration with each of three tiers.
- **Norm-Referenced Assessment** - An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group.

Key Terms

- **Parental Engagement** - The meaningful and active involvement of parents and family members in the educational process.
- **Positive Behavior Supports** - Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.
- **Problem-Solving Approach to MTSS-I** - Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.
- **Progress Monitoring** - A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.
- **Research-based Instruction/Intervention** - A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered "best practice" based on available research and professional literature.
- **Restorative Practices** - A framework and approach to discipline and community-building that focuses on fostering positive relationships, social-emotional learning, and promoting accountability through dialogue and inclusive practices and engagement.
- **Scaffolding** - An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.
- **Systematic Data Collection** - Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.
- **Universal Screening** - A quick check of all students' current levels of performance in a content or skill area. This is administered two or three times per year.
- **Source:** <http://www.rtinetwork.org/glossary>.

Title I

- The schools of Elwood receive Title I funding as part of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- Title I funding is designed to support State and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student
- achievement and include strategies to support parental involvement.



Family Engagement

Elwood Schools will provide opportunities to improve parent engagement to support student learning. We value the contributions and involvement of parents to establish an equal partnership for the common goal of improving student Achievement. Some of the opportunities for parent involvement include: Title I Parent Meetings scheduled at each building in the fall; PTA events; Curriculum Conversation evenings; and student and parent events at each building.

Title I Complaint Procedure

Any parent or guardian with a concern regarding Title I Services is encouraged to communicate with your child's Title I service provider for a satisfactory resolution.

1. Email or call the teacher providing the AIS or RtI services. Describe the concern and the matter for which you are seeking information or resolution.
2. If the matter is not resolved satisfactorily, contact the Building Principal.
3. If the matter is not resolved satisfactorily, contact the Assistant Superintendent for Curriculum and Instruction (Dr. Amy Meyer, ameyer@elwoodufsd.org), or 631-266-5400, x1222).
4. If the matter is not resolved satisfactorily, contact the Superintendent of Schools, (Dr. Gayle Steele, gsteele@elwoodufsd.org).



Description of MTSS/AIS Services by Building: Primary K-2

Harley Avenue Primary School, Grades K-2		
	Mandatory Reading AIS	Math AIS
Name of Providers	Kelly DiBiase, Katie Parker, Sara Dis (TA)	Stefanie Gallagher, Lauren McArdle (TA)
Universal Screening Tools	Informal Phonics Inventory, Oral Reading Fluency Assessment, I-Ready	I-Ready
Additional Screening Tools	Classroom Performance, Teacher Recommendation, Instructional Support Team (IST), Phonics Assessments	Classroom Performance, Unit Exams, Teacher Recommendation, Fluency Exam, Instructional Support Team (IST), Listening to Learn
Entrance Criteria	Multiple Measures, Reading Below Grade-Level, Parent Approval	Multiple Measures, Parent Approval
Frequency and Minutes	2 - 5 times weekly for 40 minutes based on student needs using pull out or push in models	2- 5 times weekly for 40 minutes based on student needs using pull out or push in models
Progress Monitoring Tools	Monthly Observations by Classroom Teacher and/or Reading Specialist, Triannual Progress Reports, Monitor, Phonics Assessment and I-Ready	Observation, Fluency Exams, Unit Exams, I-Ready, Listening-to-Learn
Exit Criteria	Performing on Grade-Level at the end of the AIS Cycle (usually 6-8 weeks), Align with Monthly Assessments, I-Ready	Fluency Exams, Classroom Performance, I-Ready, Listening-to-Learn
Additional Information	RAZ Kids is an Online Reading Program that students have access to 5 days a week from home and school RAZ Kids addresses Phonics, Fluency and Comprehension .	
Communication with Parents	Welcome Letter to Parents, Introductory Presentation, AIS Annual Parent Meeting, Harley Avenue School AIS brochure, Progress Reports and/or Phone Calls, Parent-Teacher Conferences	

Description of MTSS/AIS Services by Building: Intermediate 3-5

James H. Boyd Intermediate School, Grades 3-5		
	Reading AIS	Math AIS
Name of Providers	Annemarie Chalao, Diane Pramberger, Jill Smith	Amy Chiarello, Vita Kahler, Kristine Frisone (TA)
Universal Screening Tools	NYSED ELA Assessment, I-Ready, Oral Reading Fluency Assessment	NYSED Math Assessment, I-Ready
Additional Screening Tools	Classroom Performance, Teacher Recommendation, Instructional Support Team (IST), Wilson Assessment of Decoding and Encoding (WADE)	Classroom Performance, Unit Exams, Teacher Recommendation, Instructional Support Team (IST)
Entrance Criteria	Multiple Measures, Parent Request Fall: I-Ready <30%, Spring: I-Ready <30% State Assessment Scores	Multiple Measures, Parent Request Fall: I-Ready <30% Spring: I-Ready <30% State Assessment Scores
Frequency and Minutes	2-5 times a week, 30 minutes each	2-5 times a week, 30 minutes each
Progress Monitoring Tools	Three trimesters of I-Ready assessments to show student growth, anecdotal notes on performance, Oral Reading Fluency (ORF) 3 times per year	Three trimesters of I-Ready assessments to show student growth, anecdotal notes on performance, unit assessments
Exit Criteria	Reading on Grade-Level at the End of the AIS cycle, 10 Week Data Review	Performing on Grade-Level at the end of the AIS cycle, 10 Week Data Review
Additional Information	Wilson/Just Words Program is offered to students that are having decoding difficulties.	Math teachers pull small groups of students, provide individualized support, parallel teaching lessons, and/or team teaches lessons
Communication with Parents	Welcome Letter to Parents, Introductory Presentation, AIS Annual Parent Meeting, Entrance/Exit Letters, Biannual Progress Reports and/or Phone Calls, Parent-Teacher Conferences	

Description of MTSS/AIS

Services by Building: Middle 6-8

Elwood Middle School, Grades 6-8		
	Reading AIS	Math AIS
Name of Providers	Keri Barozie, Nicole Litterello, Laurie Meehan	Dana DeSousa, Christina Kerensky, Jessica Hasday & TBA
Universal Screening Tools	NYSED ELA Assessment, Benchmarking Kits, Wilson Assessment of Decoding and Encoding (WADE), Woodcock-Johnson Reading Mastery, I-Ready Benchmarking, Instructional Support Team (IST)	NYSED Math Assessment, I-Ready Benchmarking, Instructional Support Team (IST)
Entrance Criteria	Multiple Measures: Classroom Performance, End-of-Year Grades, Quarterly Grades, Teacher Recommendations, Parent Request NYSED-provided scale scores (Level 1/2) I-Ready < 30%	Multiple Measures: Classroom Performance, End-of-Year Grades, Quarterly Grades, Teacher Recommendations, Parent Request NYSED-provided scale scores (Level 1/2) I-Ready < 30%
Frequency and Minutes	6th Grade: Three days out of the 6-day cycle for 42 minutes unless otherwise prescribed by the instructional support team 7th/8th Grade: Two days out of the 6-day cycle for 43 minutes unless otherwise prescribed by the instructional support team	Two days out of the 6-day cycle for 42 minutes unless otherwise prescribed by the instructional support team
Progress Monitoring Tools	Formal and Informal Reading Comprehension Assessments, I-Ready, Classroom Assessments	I-Ready, Classroom Assessments
Exit Criteria	Fall, Winter and Spring Data Review	Fall, Winter and Spring Data Review
Communication with Parents	AIS is Part of Students' Schedules, AIS Annual Parent Meeting, EMS AIS Brochure, Progress Reports and/or Phone Calls, Parent-Team Conferences	

Description of MTSS/AIS Services by Building: High 9-12

Elwood John H. Glenn High School, Grades 9-12

	Reading AIS	Math AIS	AIS TUTORS SS, Sci, Math, ELA, ENL	Academic Support Class
Name of Providers	Reading Teacher: Erica Andrich	Math Lab Teachers: Sam Heuer, Brittany Chalmers, Sarah Santos-Camacho	AIS Tutors: TBA (Math), Megan Milone (Social Studies), Linda Doyle (Science), Danielle Scarola (ELA)	Teachers: Diane Locascio
Screening Tools	Gr 9: NYSED ELA Assessment, May Classroom Performance, Instructional Support Team (IST) Gr 10 - 12: Final/Regents Exam Grades, Classroom Performance, Instructional Support Team (IST)		Guidance and Teacher Recommendation based on Regents Scores and Quarterly Report Cards, Instructional Support Team (IST)	Guidance and Teacher Recommendation based on Regents Scores and Quarterly Report Cards, Instructional Support Team (IST), PPS Staff Recommendations, Articulation Meetings, Disciplinary Review, Administration Recommendations
Entrance Criteria	Received a Level 1 on the Grade 8 ELA Exam, Received a Mid to Low Level 2 on the Grade 8 ELA Exam, Did Not Receive a Passing grade in English Recommended by prior or current teachers (ELA, Reading, Guidance) Received ELA/AIS Support in prior years Failed the ELA Regents	Received a Level 1 on the Grade 8 Math Exam, Received a Mid to Low Level 2 on Grade 8 Math Exam, Did Not Receive a Passing Grade in Math, or Struggles to Maintain a Passing Grade, Recommended by Prior or Current Teachers, Received Math/AIS Support in Prior Years, Failed a Math Regents exam	Failed a Regents Exam or Course the Previous School Year, Failed a Major Academic Subject for the Quarter During the Current School Year (Tier 1 Credit Recovery), Struggles to Maintain a Passing Grade in a Specific Content Area, an Incomplete Issued for Missing Work	General Education Students who have Failed Multiple Regents or Courses the Previous School Year, Struggle to Maintain a Passing Grade in a Variety of Content Areas, Struggle with Organization and Follow Through on Assignments Resulting in Failing Grades, Have Identified Social, Mental/Emotional Concerns
Frequency and minutes	Alternating days or every day for 44 minutes (depending on the student)	Alternating days or every day for 44 minutes (depending on the student)	Alternating days or every day for 44 minutes (depending on the student)	Every day for 44 minutes
Progress Monitoring Tools	Formal and Informal Reading Comprehension Assessments, Academic Progress, Course Grade, Instructional Support Team (IST)	Formal and Informal Coursework Assessments, Academic Progress in Math, Instructional Support Team (IST)	AIS Teachers Monitor Progress and Attendance, Guidance Counselors Check Regents Scores, Quarterly Failure Reports, AIS Attendance and Credit Recovery Data, Formal and Informal Assessments, Academic Progress, Course Grades, Instructional Support Team (IST), Intellispark	Teacher Monitors Progress and Coordinates with PPS staff, Intellispark

Elwood John H. Glenn High School, Grades 9-12

	Reading AIS	Math AIS	AIS TUTORS SS, Sci, Math, ELA, ENL	Academic Support Class
Exit Criteria	Passing the Regents Examination in ELA	Passing a Regents Exam in January or in June/August (so long as there is no qualitative data that supports the need for AIS the following year)	Passing a Regents Exam in January or in June/August (so long as there is no qualitative data that supports the need for AIS the following year), Completion of Incomplete, Missing or Tier 1 Credit Recovery Work as per Teacher of Record, Satisfactory Progress Towards Improvement	Improved Progress in Areas of Concern, No Course Failures or Concerns of Course Failures
Additional Information	Informational brochure is included within this document.			
Communion with Parents	Parent Presentation, Parent Brochure, Parent Portal, Progress Reports, Report Card Comments, Teacher and Counselor Updates			
				Course description provided by the school counselor to the parents and students who are recommended for the course at the student course selection meetings.

