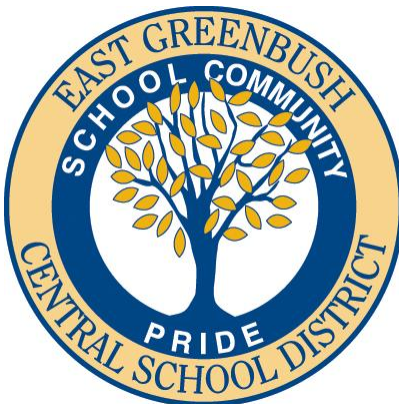


# East Greenbush Central School District



## Response to Intervention & Academic Intervention Services Plan K-12

# 2024-2026

*A handbook for parents and educators detailing support and services for students at risk of not meeting the New York State Next Generation Learning Standards in English Language Arts and Mathematics*

## **Overview**

Academic Intervention Services (AIS) are designed to help eligible students achieve the NYS Next Generation Learning Standards in English Language Arts and Mathematics. These services may include students in grades kindergarten through grade two in which AIS eligibility is determined through a district-developed or district-adopted procedure applied uniformly at each grade level that identifies students at risk of not achieving the State designated performance level in English Language Arts and/or mathematics. In grades three through eight, due to the delayed availability of the 2023 Grades 3-8 English Language Arts (ELA) and Mathematics test results, the New York State Board of Regents approved a change to Commissioner’s Regulation 100.2 (ee) regarding the process for identifying students to receive AIS. Effective July 18, 2023, districts/schools may, but are not required to, conduct the two-step identification process for grade 3-8 students during the 2023-2024 school year. Those districts/schools that do not use the two-step identification process may make an identification based solely on district / school-developed procedures applicable to all grade 3-8 students during the 2023-2024 school year. In grades nine through twelve AIS eligibility is determined when a student scores below the state designated performance level on one or more of the state intermediate assessments in ELA, Mathematics, Science, and/or Social Studies that are required for graduation; and/or determined through a district developed procedure uniformly applied to determine that a student is at risk of not achieving NYS Learning Standards.

The East Greenbush Central School District’s Academic Intervention Services (AIS) and Response to Intervention Plan (RtI) program was developed to meet the requirements of the Section 100.2 (ee) of the Commissioner’s Regulations. The RtI/AIS model will be delivered in grades K-12 with varying components depending on the level. A school district may provide a Response to Intervention (RtI) program in lieu of providing Academic Intervention Services (AIS) when a RtI program is made available at grade levels and subject areas (reading/math) for which the students are identified as eligible for AIS. All students who are otherwise eligible for AIS shall be provided such AIS services if they are not responding to the RtI program (100.2 ee.7)

### **K-8 Data Teams and K-12 Support Teams**

K-8 Data Teams occur at least two times a year after each universal screening window. At these meetings, a review of the students and data points are discussed, such as the universal screener, universal curriculum based measures, diagnostic assessment measures, developmental formative assessments that determine students’ skills, current and historical grades, NYS assessments, teacher recommendations, and attendance. AIS eligibility is considered through a district-developed process in which multiple measures are reviewed and the whole child is considered.

The function of K-8 SST & IST may become the medium in which a more in-depth look of individual students are analyzed beyond the Data Team. The K-5 Student Support Team (SST) and 6-8 Instructional Support Team (IST) is a group of building level staff that problem solve and find adaptations, supports, creates action plans, or implements programs/supports in the general education setting which allow a student to be successful in that setting. SST fulfills the legal function of ensuring that documented attempts have been made, with increased intensity over time, to address the student’s needs within the general education program.

The 9-12 Child Study Team is a group of building-level experts/teachers that take a closer look at the whole student, including academic achievement and engagement. Progress monitoring of students is completed throughout the year to ensure that they are making adequate growth. Further steps are taken to assist those students whose success does not reflect what is expected.

## **Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)**

Multi-Tiered System of Supports - MTSS stands for Multi-Tiered System of Supports and is a data-driven, comprehensive support system designed to help students succeed in school. MTSS meets the needs of the whole learner and includes several components under the MTSS umbrella, such as Response to Intervention (RtI) for academics, social-emotional learning, and behavioral, targeted professional development, and collaboration from all stakeholders.

Response to Intervention (RtI) is a model used to provide high-quality instruction and evidence-based interventions that address a student's individual needs by collecting baseline data and measuring the level of progress and performance of students over time. RtI is provided in the general education setting and is designed as an educational strategy "to close achievement gaps for all students including students at risk academically and behaviorally, students with disabilities, and English as a New Language learners by preventing smaller education problems from becoming insurmountable gaps" (NYSED, RTI Guidance Document, October, 2010).

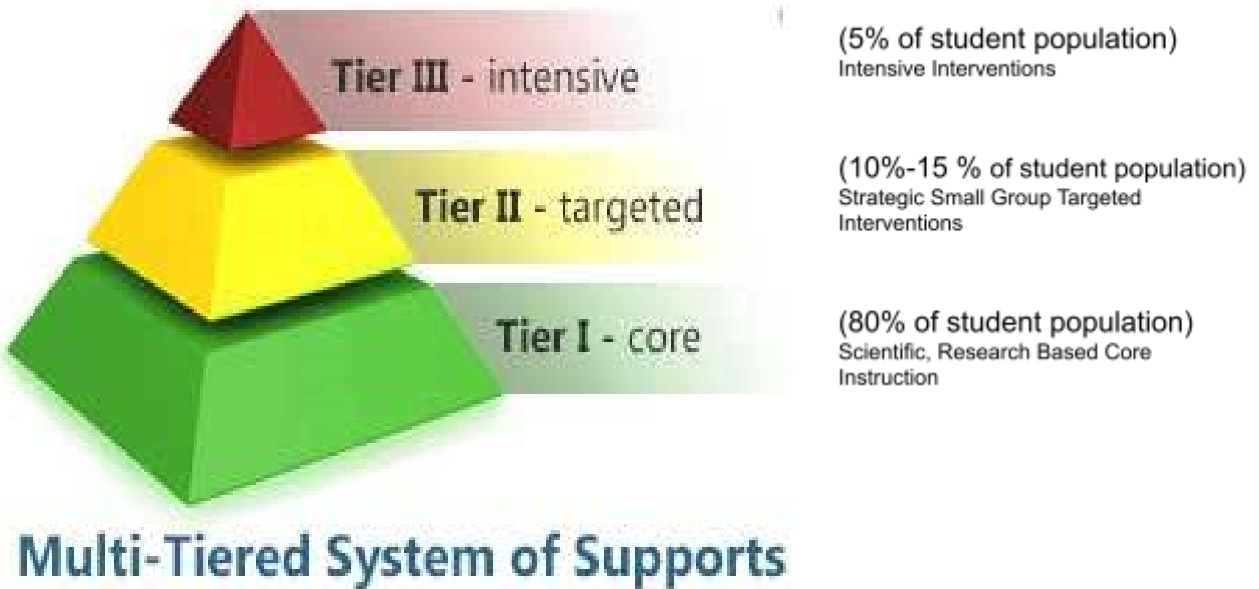
RtI has also been shown to lead to more appropriate identification and development of interventions for students with educational disabilities. Determining whether a student has an educational disability must include data-based information that leads to the determination that a student's educational difficulties are not the result of the lack of an appropriate instructional program or approach.

### **Universal Screening**

The New York State Education Department (NYSED) requires a school-wide screening and intervention process prior to the identification of a child as a student with an educational disability by the Committee on Special Education. In the context of an RtI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year, in the fall, winter, and spring. Universal screening measures consist of brief assessments focused on targeted reading and math skills that are highly predictive of future outcomes (Jenkins, 2003). Once a deficit is identified, additional support is provided according to a New York State defined three-tiered hierarchy of intervention intensity with minimum frequency, duration and group size requirements at each level.

### **Progress Monitoring**

Progress monitoring is used to assess student progress or performance in those areas in which there were identified deficits as being at-risk for not meeting NYS Next Generation Learning Standards. It is the method by which a teacher determines if a student is progressing at the expected rate from the instructional or intervention program. A student who is not responding adequately to Tier 1 instruction moves on to Tier 2 and increasingly intensive levels of intervention and instruction. Progress can be monitored by a variety of methods and should be short and easily administered by a classroom teacher, AIS provider, or another highly qualified teaching professional. The frequency of progress monitoring will vary by level of intervention and by the individual student's needs.



### RtI Tiered System

Response to Intervention begins with high quality researched and evidence-based instruction in the general education setting provided by the general education teacher. Instruction is matched to the students' needs via the provision of differentiated instruction in the core curriculum areas. As a result of school-wide universal screening and progress monitoring, students who have not mastered critical skills, or who are in danger of not making satisfactory progress are identified for supplemental instruction. This supplemental instruction may be provided by the general education teacher, an AIS provider, or another qualified teacher. This supplemental instruction builds in intensity when it is determined that the student is not making adequate progress. A multi-tiered system can be viewed as layers of increasingly intense interventions that respond to student-specific needs. It is a continuum of instructional support provided to a student. After the student receives the most intensive level of instruction for a period of time with little to no progress, a referral for a comprehensive evaluation to determine eligibility for special education services may be recommended.

### Tier 1 Instruction

Tier 1 intervention and core instruction takes place in general education classrooms, or English Language Arts/Mathematics courses and includes all students. Instruction is currently aligned with the New York State Next Generation Learning Standards. Core instruction (Tier 1) includes differentiation based on the abilities of all students.

Tier 1 progress monitoring is conducted by the classroom/course teacher and/or other qualified teaching staff using multiple measures which may include: universal screeners, content-aligned assessments, district assessments, student work samples, classroom performance, and state tests if applicable for the grade level.

## **Tier 2 Instruction**

Tier 2 intervention is typically smaller group supplemental instruction intended for approximately 10-15% of students who are not responding to core instruction at Tier 1. This supplemental targeted instructional intervention is provided in addition to, and not in place of, Tier 1 core instruction, or an expanded course to provide more time with the NYS Next Generation English Language Arts or Mathematics Standards. Tier 2 interventions focus on areas of student need or weakness that are identified through diagnostic assessment measures. Tier 2 interventions vary by grade level. See charts below for more information.

Tier 2 progress monitoring may be conducted by the classroom teacher and/or other qualified teaching staff such as an AIS provider, course teacher, Special Education teacher, or school counselor using multiple measures such as: universal screeners, content aligned assessments, district assessments, student work samples, classroom performance, and state tests if applicable for the grade level. Progress monitoring will occur in more frequent intervals than Tier 1 progress monitoring. Students receiving Tier 2 intervention services for reading and/or math will receive trimester reports at the elementary level and quarterly progress reports at the secondary level.

## **Tier 3 Instruction**

Tier 3 provides targeted intervention intended for those students that do not respond to instruction at Tier 1 and Tier 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This Tier 3 instruction may be more frequent, occur in a smaller group and/or for a longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize programs which focus on specific skills with which the student may be having difficulty.

Tier 3 progress monitoring may be conducted by an AIS provider, Special Education teacher and/or other qualified teaching staff using multiple assessment measures but may target a specific skill. Progress monitoring will occur in more frequent intervals than Tier 1 or Tier 2 progress monitoring. Students receiving Tier 3 intervention services for reading and/or math will receive trimester reports at the elementary level and quarterly progress reports at the secondary level.

## **Parent Notification**

Communication with parents of AIS students is essential in order to meet federal/state regulations and to achieve program goals/objectives. The following written procedures are conducted at various times throughout the year:

### **Program Notification of Commencement**

Parents or guardians will be notified by the principal and provider at any point during the year when a student becomes eligible for AIS services. When necessary, the notice will be translated into the parents'/guardians' preferred language of communication. Each school and/or department will be responsible for parental notification indicating the need for AIS. This notification will be made in writing and will include a summary of the services being provided to the student, the reason the student needs such services, and the consequences of not achieving state standards.

Parents will be invited to attend one or more conferences each year to discuss their child's academic progress with the classroom and AIS teacher. Parents will be invited to attend Open House at their child's school, at which time the AIS teachers will be available.

### **Program Termination Communication**

Program termination is communicated to the parent/guardian when a student is discontinued from an AIS program during the school year. When AIS is discontinued, the parent will be notified in writing that the services will be ending, explaining the criteria for ending services, the current performance level of the student, and the assessments that were used in determining the student's level of performance.

### **Progress Report**

Ongoing progress monitoring, including research-based assessments when applicable, is critical to determine growth of skill areas. Parents will be kept informed of their child's progress through written reports and/or parent conferences/communication. Progress reports are sent home three times a year for elementary students and quarterly for secondary students. The progress goals should be clearly defined for both students and parents. Suggestions for working with the student at home may also be included as part of this contact. These communications must be maintained in the student's cumulative folder and/or within the student information system.

### **Parent Involvement**

Parent involvement in the AIS program is considered critical to the success of our students. Parents are provided with informational resources throughout the year, including at Open House, to acquaint parents with the AIS program and inform them of opportunities for their active involvement and participation.

# EGCSD K-5 AIS/RtI At a Glance: Literacy

	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
Definition	Core instruction to all students <ul style="list-style-type: none"> <li>• Students receive high quality differentiated instruction in the general education setting</li> <li>• General education instructors and staff assume an active role in the student's assessment of the curriculum.</li> </ul>	Intervention and support outside the general education core curriculum that will provide increasing duration and frequency and more targeted intervention (s) <ul style="list-style-type: none"> <li>• Identification of specific skill deficits and intervention to address these deficits</li> <li>• Implementation of specific targeted intervention(s)</li> <li>• Documentation of continuous progress monitoring</li> </ul>	Specifically designed and/or customized reading instruction; may require extensive and ongoing intervention
Focus	All Students in general education	For students identified as at-risk for not achieving classroom expectations	For students with difficulties in reading or reading disabilities who have not responded adequately to Core Instruction and/or Strategic Intervention(s)
Providers	General Education Teacher and Special Education Teacher, if applicable	Personnel such as: AIS Provider Special Education Teacher General Education Teacher other qualified staff	Personnel such as: Reading Specialist Special Education Teacher other qualified staff
Setting	General Education Classroom	Classroom of the general education teacher, reading specialist, special education teacher, or appropriate setting determined by school	Special Education Teacher classroom or Reading Specialist classroom or appropriate setting determined by school
Grouping	Whole group and/or small group instruction	maximum recommendation 1:6	maximum recommendation 1:3
Time/ Frequency	Minimum of 90 minutes ELA block per day	Minimum of 15 minutes a week, or maximum 30-40 minutes 5 days per week (time adjusted based on student need and program being utilized)	Extensive time based on student needs (e.g. 30+ minutes 5 days per week)
Assessment	Universal Screening and Curriculum Based Measures (CBMs) conducted three times per year along with other progress monitoring District Benchmarks NYS ELA exam (3-5)	Universal Screening Progress monitoring which may include: Diagnostic/Progress Monitoring Assessments: Curriculum Based Measures Summative & Formative Assessments Current & historical grades NYS ELA Exam (3-5)	Universal Screening More frequent progress monitoring: which may include: Diagnostic/Progress Monitoring Assessments: Curriculum Based Measures Summative & Formative Assessments Current & historical grades NYS ELA Exam (3-5)
Instruction	Core program instruction based on NYS Next Generation English Language Arts Standards aligned to scientific, research-based curriculum with differentiated and small group instruction	Additional explicit and targeted instruction and support	Carefully designed and implemented, explicit and systematic instruction and/or a research-based intervention
Entrance Criteria	All students in the core class that are performing at grade level, as evident from multiple measures, will remain in Tier 1	Two factor identification process may include: Universal Screening District Benchmarks Curriculum Based Assessments Specific Intervention Assessments NYS ELA exam score	Two factor identification process may include: Universal Screening District Benchmarks Curriculum Based Assessments Specific Intervention Assessments NYS ELA exam score
Exit Criteria	Completion of NYS grade level standards	Student is performing at grade level as evident from multiple measures from collected data	Student is performing at grade level as evident from multiple measures from collected data

# EGCSD K-5 AIS/RtI At a Glance: Mathematics

	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
Definition	Comprehensive curriculum and differentiated, responsive mathematics instruction/ strategies in the education setting, and content-aligned assessments, district assessments, and student work samples, classroom performance, and state tests if applicable to determine whether students are meeting NYS Next Generation Mathematics Standards	Additional instruction and strategies designed to enhance and support core instruction	Specifically designed and/or customized math instruction; may require extensive and ongoing intervention
Focus	All K-5 Students	For at-risk students identified as having difficulty with mathematical concepts and skills	For students with marked difficulties in mathematics who have not responded adequately to core instruction and/or strategic intervention(s)
Providers	General Education Teacher and Special Education Teacher, if applicable	Personnel such as: AIS Teacher, Special Education Teacher General Education Teacher Other Qualified Staff	Personnel such as: AIS Teacher Special Education Teacher Other Qualified Staff
Setting	General Education Classroom	General Education classroom or AIS Teacher classroom, or Special Education Teacher classroom or appropriate setting determined by school	Special Education Teacher classroom or AIS Teacher classroom or appropriate setting determined by school
Grouping	Whole Group and/or small group instruction	recommendation 1:5	recommendation 1:3
Time/ Frequency	Minimum 40-60 minutes math daily, depending on grade level	Additional support provided	Extensive time based on student needs
Assessment	Universal Screening Progress Monitoring per Curriculum Based Measures Unit assessments Quizzes/tests NYS Mathematic Assessments	Universal Screening May include: Diagnostic & Progress monitoring: Curriculum Based Measures topic tests	Universal Screening May include: Diagnostic & more frequent progress monitoring: Curriculum Based Measures topic tests
Instruction	Core program instruction based on NYS Next Generation Mathematics Standards	Additional explicit instruction in core curriculum and/or opportunities to practice essential mathematical concepts and skills	Carefully designed and implemented, explicit, systematic instruction in deficit area
Entrance Criteria	All students in the core class that are performing at grade level, as evident from multiple measures, will remain in Tier 1	Two factor identification process may include: Universal Screening District Benchmarks Curriculum Based Assessments Specific Intervention Assessments NYS Math exam score less than proficient (3-5)	Two factor identification process may include: Universal Screening District Benchmarks Curriculum Based Assessments Specific Intervention Assessments NYS Math exam score less than proficient (3-5)
Exit Criteria	Completion of NYS grade level standards	Student is meeting NYS Next Generation Mathematics Standards as evident from data collected from multiple measures	Student is meeting NYS Next Generation Mathematics Standards as evident from data collected from multiple measures



# EGCSD 6-8 AIS/RtI At a Glance: Literacy

	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
Definition	Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, and universal screening used to determine whether students are meeting NYS Next Generation English Language Arts (ELA) Standards	Additional instruction designed to enhance and support core instruction	Specifically designed and/or customized reading instruction; may require extensive and ongoing intervention
Focus	All 6-8 Students	For students identified at risk for reading difficulties and who have not responded to core instruction	For students with marked difficulties in reading or reading disabilities who have not responded adequately to core instruction and/or strategic Intervention(s)
Providers	ELA General Education Teacher and Special Education Teacher, if applicable	Personnel such as: Reading Specialist Teacher Special Education Teacher General Education Teacher Other Qualified staff	Personnel such as: Reading Specialist Teacher Special Education Teacher Other Qualified staff
Setting	ELA General Education Teacher classroom	ELA General Education classroom or Reading Specialist classroom, or Special Education Teacher classroom or appropriate setting determined by school	Special Education Teacher classroom or Reading Specialist classroom or appropriate setting determined by school
Grouping	Whole group and/or small group instruction	Recommendation 1:5	Recommendation 1:2
Time/ Frequency	40 minute class	Every other day 40 minutes	Every day 40 minutes
Assessment	Universal Screening Progress Monitoring per Curriculum Based Measures Unit assessments Writing tasks Quizzes/tests Project-based Assessments NYS ELA Assessments	Universal Screening Progress Monitoring per Curriculum Based Assessments Specific Intervention Assessments	Universal Screening Progress Monitoring per Curriculum Based Assessments Specific Intervention Assessments
Instruction	Core program instruction based on NYS Next Generation English Language Arts Standards Units of study from curriculum maps Differentiation strategies and accommodations	Additional explicit instruction, and support. Additional opportunities to practice embedded reading throughout the school day.	Carefully designed and implemented, explicit, systematic instruction Scientifically research-based literacy programs
Entrance Criteria	All students meeting grade level expectations will remain in core instruction	Two factor identification process may include: Universal Screening Historical and current grades Curriculum Based Assessments Specific Intervention Assessments NYS ELA exam score Recommendation from ELA teacher	Two factor identification process may include: Universal Screening Curriculum Based Assessments Specific Intervention Assessments NYS ELA exam score less than proficient Recommendation from ELA teacher
Exit Criteria	Completion of NYS grade level standards with passing scores in core classes	Student is meeting NYS Next Generation ELA Standards as evident from data collected from multiple measures	Student is meeting NYS Next Generation ELA Standards as evident from data collected from multiple measures

# EGCSD 6-8 AIS/RtI At a Glance: Mathematics

	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
Definition	Comprehensive curriculum and differentiated, responsive mathematics instruction/ strategies in the education setting, and content-aligned assessments, district assessments, and student work samples, classroom performance, and state tests if applicable to determine whether students are meeting NYS Next Generation Mathematics Standards.	Additional instruction and strategies designed to enhance and support core instruction	Specifically designed and/or customized math instruction; may require extensive and ongoing intervention
Focus	All 6-8 Students	For at-risk students identified as having difficulty with mathematical concepts and skills	For students with marked difficulties in mathematics who have not responded adequately to Core Instruction and/or Strategic Intervention(s)
Providers	Mathematics General Education Teacher and Special Education Teacher, if applicable	Personnel such as: AIS Teacher Special Education Teacher General Education Teacher Other Qualified Staff	Personnel such as: AIS Teacher Special Education Teacher Other Qualified Staff
Setting	Mathematics General Education Teacher classroom	Mathematics General Education classroom or AIS Teacher classroom, or Special Education Teacher classroom or appropriate setting determined by school	Special Education Teacher classroom or AIS Teacher classroom or appropriate setting determined by school
Grouping	Whole group and Special Education Teacher, if applicable	Recommendation 1:5	Recommendation 1:3
Time/ Frequency	40 minute class	Every other day 40 minutes	Every day 40 minutes
Assessment	Universal Screener Progress Monitoring per Curriculum Based Measures Unit assessments Quizzes/tests NYS Mathematics Assessments	Universal Screener May include: Diagnostic & Progress monitoring Curriculum Based Measures Unit Tests	Universal Screener May include: Diagnostic & more frequent progress monitoring Curriculum Based Measures Unit Tests
Instruction	Core program instruction based on NYS Next Generation Mathematics Standards	Additional explicit instruction in core curriculum and/or opportunities to practice essential mathematical concepts and skills	Targeted explicit instruction carefully designed and implemented to emphasize essential math skills, possibly utilizing digital resources
Entrance Criteria	All students meeting grade level expectations will remain in core instruction	Two factor identification process may include: Universal Screener Historical and current grades Recommendation(s) from math teacher NYS Math Exam score	Two factor identification process may include: Universal Screener Historical and current grades Recommendation(s) from math teacher NYS Math Exam score
Exit Criteria	Completion of NYS grade level standards with passing scores in core classes	Student is meeting NYS Next Generation Mathematics Standards as evident from data collected from multiple measures	Student is meeting NYS Next Generation Mathematics Standards as evident from data collected from multiple measures

# EGCSD 9-12 AIS/RtI At a Glance: Literacy

	Tier 1 (Core)	Tier 2/3 (Strategic/Intensive)
Definition	Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, and universal screening used to determine whether students are meeting NYS Next Generation English Language Arts (ELA) Standards	Additional instruction and strategies designed to enhance and support Core Instruction. (tier 2) Specifically designed and/or customized reading instruction; may require extensive and ongoing intervention. (tier 3)
Focus	All Students	For at-risk students identified as having difficulty with Reading (decoding, comprehensions, and/or writing) concepts and skills
Providers	ELA General Education Teacher and/or Special Education Teacher, if applicable	Personnel such as: Reading Specialist Teacher Special Education Teacher General Education Teacher Other qualified staff
Setting	General Education classroom	General Education classroom or Reading Specialist classroom; Special Education Teacher classroom or appropriate setting determined by school
Grouping	Whole Group	Recommendation: Pull Out: Literary 9-11: 1:5 Academic Skills Literacy: 1:15 Literacy 9-12: 1:2 (tier 3) Push In: ELA: 1:20
Time / Frequency	45 minute class	Pull-Out: 45 minutes every other day Tier 3 - 45 minutes every other day (or every day, as directed by IEP) Push-In: 45 minutes every day
Assessment	Classroom Unit Assessments Writing tasks Quizzes/tests Project-based Assessments NYS ELA Assessments	May include: Diagnostic Assessment Progress Monitoring per Curriculum-Based Assessments Specific Program Intervention Assessments NYS ELA Assessment
Instruction	Core program instruction based on NYS Next Generation English Language Arts Standards Grade 9 Literacy Monitors	Pull Out: <ul style="list-style-type: none"> <li>● Literacy 9 - 12</li> <li>● Research-Based Specialized Program (tier 3)</li> <li>● Academic Skills Literacy 9-10</li> </ul> Push In: <ul style="list-style-type: none"> <li>● English 9 &amp; 10 (Reading Specialist co-teaches with English Teacher)</li> <li>● CE English 9, 10, &amp; 11 (Reading Specialist co-teaches with Sped. English Teacher)</li> <li>● Jumpstart (Reading Specialist co-teaches with Sped. English Teacher)</li> </ul>
Entrance Criteria	All students meeting grade level expectations will remain in core instruction	<ul style="list-style-type: none"> <li>● 9th graders who scored below the district and/or the state determined cut score on the NYS 8th Grade Reading Assessment and/or the district's universal screener in 8th grade.</li> <li>● 9 - 12 grader who score below the district determined cut score on a diagnostic assessment</li> <li>● 9 - 12 Recommendation(s) from reading teacher, core teacher, or special education teacher, per IEP, if applicable</li> </ul>
Exit Criteria	Completion of NYS grade level standards with passing scores in core classes	A score equal to or above the district determined cut score on a diagnostic assessment or Change of IEP status

# EGCSD 9-12 AIS/RtI At a Glance: Mathematics

	Tier 1 (Core)	Tier 2/3 (Strategic/Intensive)
Definition	Comprehensive curriculum and differentiated, responsive mathematics instruction/ strategies in the education setting, and content-aligned assessments, district assessments, and student work samples, classroom performance, and state tests if applicable to determine whether students are meeting NYS Next Generation Mathematics Standards	Additional instruction and/or courses that allow more time to cover the NYS Next Generation Mathematics Standards designed to support or deliver core instruction.
Focus	All 9-11 students who are enrolled in a mathematics class	For at-risk students identified as having difficulty with mathematical concepts and skills
Providers	Mathematics General Education Teacher and/or Special Education Teacher, if applicable	Personnel such as: Mathematics General Education Teacher Mathematics AIS Teacher Special Education Teacher Other qualified staff
Setting	General education classroom	General education classroom, Mathematics AIS Teacher classroom, Special Education Teacher classroom or appropriate setting determined by school
Grouping	Whole Group	Recommendation: Algebra Extension 9 - 1:8 Stretch Courses - 1:18 Curriculum Equivalent - 1:15 Alternative Programs - 1:15
Time/ Frequency	45 minute class	45 minutes every day and/or every other day
Assessment	Classroom assessments Quizzes/tests NYS Mathematics Assessments	Classroom assessments Quizzes/tests Performance assessments NYS Mathematics Assessments
Instruction	Core program instruction based on NYS Next Generation Mathematics Standards	Additional explicit instruction in core curriculum and/or opportunities to practice essential mathematical concepts and skills via classroom instruction, attending Learning Resources Center (LRC), attending before/after school help sessions
Entrance Criteria	All students meeting grade level expectations will remain in core instruction	<ul style="list-style-type: none"> <li>• 9th grades who have a score below the state designated performance level requiring academic intervention services</li> <li>• Recommendations from current/previous Mathematics Teacher, Mathematics AIS Teacher and/or Special Education Teacher</li> </ul>
Exit Criteria	Completion of NYS grade level standards with passing scores in core classes	Completion of mathematics course