

**Monticello Central School District
Academic Intervention Services**

Grade K - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Kindergarten Screening: - Speech - Social/Family History - Small/Gross Motor skills	May prior to entering Kindergarten	Evaluation score of 1 or 2 on the screening indicator	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Greater than 84% letter/sound recognition
Teacher recommendation based on letter identification/sound, hearing, and concepts of print	Throughout the year			Greater than 29 of 37 Hearing/ Recording Sounds and Words
Student Report Card				Fountas/Pinnell Benchmark System equal to or greater than Level C any time during the year
Benchmark Assessment	September, January, May	Lower quartile		Greater than 30 letters students are able to write
Kindergarten Guided Reading Level (Fountas/Pinnell Benchmark System)	January May	Less than A		LEP students who achieve proficient

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Grade K – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Kindergarten Screening: - Rote counting - Number identification 1-1 correspondence	May prior to entering Kindergarten	Evaluation score of 1 or 2 on the screening indicator	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	- Read/Write numbers 1-20 - develop number sense 1-100 - teacher recommendation - greater than 50% of points on benchmark assessments
Teacher evaluation: Counting, writing, number sense	Throughout the year			
Benchmark Assessment	Quarterly	Lower quartile		

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Grade 1 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Fountas/Pinnell Benchmark System	May of Kindergarten	Less than level C	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Fountas/Pinnell Benchmark System equal to or greater than Level H at any time during the year LEP students who achieve proficient on NYSESLAT Teacher Recommendation based on demonstrated growth in running records, writing prompts, letter/sound identification, and concepts of print
Fountas/Pinnell Benchmark System	October January May/June	Less than C Less than E Less than H		
Teacher Recommendation based on running records, writing prompts, letter/sound identification, and concepts of print	Throughout the year			
Grade K NYSESLAT 1 st grade NYSESLAT	May (Kindergarten) May	< proficient on NYSESLAT < proficient on NYSESLAT		

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Grade 1 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Teacher Recommendation based on number sense and basic facts	Throughout the year		High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction 	- Greater than 70% of the points on benchmark assessments
Kindergarten end of year Mathematics Assessment	June	less than 50% of the points	Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	- knowing addition/ subtraction facts to 20
1 st grade quarterly assessment	November, January, June	less than 50% of the points		- teacher recommendation based on demonstrated growth in number sense and basic facts

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Grade 2 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
2 nd grade Terra Nova	March	Less than Level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Greater than 50 th percentile on 2 nd grade Terra Nova Fountas/Pinnell Benchmark System greater than Level L LEP students who achieve proficient Teacher Recommendation based on demonstrated growth running records, writing prompts, and movement on the Fountas/Pinnell Benchmark System Literacy Continuum
1 st grade NYSESLAT	May	Less than proficient		
Teacher Recommendation based on running records, writing prompts, and other evidence on the Fountas/Pinnell Benchmark System Literacy Continuum	Throughout the year			
Fountas/Pinnell Benchmark System	October January May/June	Less than H Less than J Less than L		

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Grade 2 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
2 nd Grade Terra Nova	March	Less than Level 3 30 th %ile or lower	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	- greater than 50 th percentile on 2 nd grade Terra Nova - Greater than 80% of points on quarterly assessments - Knowing addition/subtraction math facts to 30 - teacher recommendation based on demonstrated growth number sense and basic facts
Teacher Recommendation based on number sense and basic facts	Throughout the year			
1 st grade end of year Mathematics Assessment	June (1 st grade)	Less than 50% of the points		
2 nd grade quarterly assessment	November, January, June	Less than 50% of the points		
1 st grade addition/subtraction math facts	June (1 st grade)	Less than 80% of addition/subtraction facts to 10		
2 nd grade addition/subtraction math facts	January to June	Less than 80% of addition/subtraction facts to 20		

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Grade 3- English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
2 nd grade Terra Nova - reading composite - language composite	March Grade 2	30 th %ile or lower Less than Level 3 Less than Level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 on NYS Grade 3 ELA
Teacher Recommendation based on running records, writing prompts, and other evidence on the Fountas/Pinnell Benchmark System Literacy Continuum	Throughout the year			Level 3 on report card results in intensity of service transition to "Low"
Grade 3 NYS ELA	January	Less than Level 3		LEP students who achieve proficient
Student Report Card	Quarterly	Less than Level 3		Teacher Recommendation based on demonstrated growth running records, writing prompts, and movement on the Fountas/Pinnell Benchmark System Literacy Continuum
2 nd grade NYSESLAT	May Grade 2	Less than proficient		
3 rd grade NYSESLAT	May Grade 3	Less than proficient		
Fountas/Pinnell Benchmark System	September/October February/March May/June	Less than L Less than M Less than O		

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Grade 3- Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
2 nd Grade Terra Nova	March Grade 2	Less than 50 th %tile	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	- Level 3 or 4 on NYS Grade 3 Math exam - Greater than 80% of the points on quarterly assessments - Level 3 on report card results in intensity of service transition to "Low" - Knowing addition/ subtraction facts to 20 - Knowing single-digit multiplication/division facts through 10 - teacher recommendation based on demonstrated growth number sense and basic facts
Student Report Card	Quarterly	Less than Level 3		
Grade 3 NYS Math	January	Less than Level 3		
Teacher recommendation based on number sense and basic facts	Throughout the year			
2 nd grade Mathematics Assessment	June (2 nd grade)	Less than 50% of the points		
2 nd grade addition/ subtraction math facts	June (2 nd grade)	Less than 50% of the points		
3 rd grade quarterly assessment	November, January, June	Less than 80% of addition/ subtraction facts to 20		
Single-digit multiplication facts through 10	January – June	Less than 80% of multiplication facts through 10		
Single-digit division facts through 10	February – June	Less than 80% of division facts through 10		

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Grade 4- English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 4	January	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 or 4 on NYS Grade 4 ELA Fountas/Pinnell Benchmark System greater than Level R LEP students who achieve proficient Level 3 on report card results in intensity of service transition to "Low" Teacher Recommendation based on demonstrated growth running records, writing prompts, and movement on the Fountas/Pinnell Benchmark System Literacy Continuum
3 rd grade NYSESLAT	May Grade 3	Less than proficient		
4 th grade NYSESLAT	May Grade 3	Less than proficient		
Student Report Card	Quarterly	Less than Level 3		
Teacher Recommendation based on running records, writing prompts, and other evidence on the Fountas/Pinnell Benchmark System Literacy Continuum	Throughout the year			
Fountas/Pinnell Benchmark System	September/October February/March May/June	Less than O Less than P Less than R		

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Grade 4- Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 3 Math	March Grade 3	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 on NYS Grade 4 Math Greater than 80% of points on quarterly assessment Level 3 on report card results in intensity of service transition to "Low" Knowing single-digit multiplication/division facts through 12 - teacher recommendation based on demonstrated growth number sense and basic facts
NYS Grade 4 Math	March Grade	Less than level 3		
Student report card	Quarterly	Less than level 3		
Teacher recommendation based on number sense and basic facts	Throughout the year			
3 rd grade end of year Mathematics Assessment	June (3 rd grade)	Less than 50% of the points		
3 rd grade single-digit multiplication/division facts through 10	June (3 rd grade)	Less than 80% of multiplication/ division facts through 10		
4 th grade quarterly assessment	November, January, June	Less than 50% of the points		
4 th grade single-digit multiplication/division facts through 12	September - June	Less than 80% of multiplication/ division facts through 12		

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Grade 4- Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 3 ELA	January Grade 3	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Science grade on report card ≥ Level 3 ≥ Level 3 NYS Science 4 exam Teacher Recommendation based on demonstrated growth scientific method, concepts, and skills
NYS Grade 3 Math	March Grade 3	Less than level 3		
NYS Grade 4 Science	April/May Grade 4	Less than level 3		
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			
Student Report Card	Quarterly	Less than level 3		

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Grade 4- Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 4 ELA exam	January Grade 4	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	<p>Level 3 on NYS Grade 4 ELA</p> <p>LEP students who achieve proficient</p> <p>Level 3 on report card results in intensity of service transition to "Low"</p> <p>Running records at or above grade level</p> <p>Teacher Recommendation based on demonstrated growth in reading comprehension, writing on demand, and inquiry.</p>
Teacher Recommendation based on inquiry and research skills	Throughout the year			
Student Report Card	Quarterly	Less than Level 3		

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Grade 5- English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 5	January Grade 5	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 on NYS Grade 5 ELA
4 th grade NYSESLAT	May Grade 4	Less than proficient		Fountas/Pinnell Benchmark System greater than Level U
5 th grade NYSESLAT	May Grade 5	Less than proficient		LEP students who achieve proficient
Student Report Card	Quarterly	Less than Level 3		Level 3 on report card results in intensity of service transition to "Low"
Teacher Recommendation based on running records, writing prompts, and other evidence on the Fountas/Pinnell Benchmark System Literacy Continuum	Throughout the year			Teacher Recommendation based on demonstrated growth running records, writing prompts, and movement on the Fountas/Pinnell Benchmark System Literacy Continuum
Fountas/Pinnell Benchmark System	September/October February/March May/June	Less than S Less than T Less than U		

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Grade 5- Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 5 Math	March Grade 5	Less than Level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 or 4 on NYS Grade 5 Math Greater than 80% of points on quarterly assessment Level 3 on report card results in intensity of service transition to "Low" Knowing single-digit multiplication/ division facts through 12 Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development
Student Report Card	Quarterly	Less than Level 3		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
4 th grade end of year Mathematics Assessment	June	less than 50% of the points		
5 th grade quarterly assessment	November, January, June	less than 50% of the points		
Single-digit multiplication/division facts through 12	September – June (5 th grade)	Less than 90% of multiplication/ division facts through 12		

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Grade 5- Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 4 Science	May Grade 4	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 or 4 Science grade on report card Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			
Student Report Card	Quarterly	Less than level 3		

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Grade 5- Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Grade 5 Social Studies exam	November Grade 5	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	<p>Level 3 or 4 on NYS Grade 5 Social Studies exam</p> <p>Social Studies grade on report card greater than or equal to Level 3</p> <p>Teacher Recommendation based on demonstrated growth in reading comprehension, writing on demand, and inquiry.</p>
Teacher Recommendation based on inquiry and research skills	Throughout the year			
Student Report Card	Every 10 weeks	Less than level 3		

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Grade 6 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 6	January Grade 6	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (Max 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	Level 3 or 4 on NYS Grade 6 ELA exam
5 th NYSESLAT	May Grade 5	Less than proficient		Greater than or equal to a grade of 80 on benchmark exams
6 th NYSESLAT	May Grade 6	Less than proficient		Fountas/Pinnell Benchmark System Level W or above
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			LEP students who achieve proficient
Fountas/Pinnell Benchmark System	September/October March/April May/June	Less than U Less than V Less than W		Proficient level for writing
Reading Styles Inventory (RSI)	Ongoing			Greater than or equal to a grade of 80 on report card
Writing Sample	Ongoing	Less than proficient		
Report Card	Every 10 weeks	Lower than 70		

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Grade 6- Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math Grade 6	March Grade 6	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School, if available <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	<p>Level 3 or 4 on NYS Grade 6 Math exam</p> <p>Greater than 80% of points on unit assessments</p> <p>Average of 80 or higher on the report card</p> <p>Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development</p>
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

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Grade 6 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Science 4 exam	May Grade 4	< level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	<p>80% or more of points on benchmark exams</p> <p>Average of 80 or higher on report card</p> <p>Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills</p>
Science Grade	June Grade 5	< level 3		
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 6	Every 10 weeks	Less than 70		

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Grade 6 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Social Studies 5	November Grade 5	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Teacher Recommendation based on demonstrated growth in reading comprehension, writing on demand, and inquiry. Greater than 80% of points on benchmark exams Average of 80 or higher on report card
Social Studies Grade	June Grade 5	Less than level 3		
Teacher Recommendation	Throughout the year			
Benchmark Assessments	Every 10 weeks	Lower than 70		
Report Card Grade 6	Every 10 weeks	Lower than 70		

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Grade 7 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 7	January Grade 7	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	Level 3 or 4 on NYS Grade 7 ELA exam
6 th NYSESLAT	May Grade 6	Less than proficient		Greater than or equal to a grade of 80 on benchmark exams
7 th NYSESLAT	May Grade 7	Less than proficient		Fountas/Pinnell Benchmark System Level X or above
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			LEP students who achieve proficient
Fountas/Pinnell Benchmark System	September/October March/April May/June	Less than V Less than W Less than X		Proficient level for writing
Reading Styles Inventory (RSI)	Ongoing			Greater than or equal to a grade of 80 on report card
Writing Sample	Ongoing	Less than proficient		
Report Card	Every 10 weeks	Lower than 70		

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Grade 7- Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math Grade 6	March Grade 6	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	<p>Level 3 or 4 on NYS Grade 7 Math exam</p> <p>Greater than 80% of points on unit assessments</p> <p>Average of 80 or higher on the report card</p> <p>Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development</p>
NYS Math Grade 7	March Grade 7	Less than level 3		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 7 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Science 4 Exam	May Grade 4	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	80% or more of points on benchmark exams Average of 80 or higher on report card Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills
Science Grade	June Grade 6	Less than 70		
Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 7	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 7 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Social Studies 5	November Gr 5	< level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Teacher Recommendation based on demonstrated growth in reading comprehension, writing on demand, and inquiry. Greater than 80% of points on benchmark exams Greater than 80 on report card
Social Studies Grade	June Grade 6	Less than 70		
Teacher Recommendation based on reading comprehension, writing on demand, and inquiry.	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 7	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 8 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 8	January Grade 8	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	Level 3 or 4 on NYS Grade 8 ELA exam
7 th NYSESLAT	May Grade 7	Less than proficient		Greater than or equal to a grade of 80 on benchmark exams
8 th NYSESLAT	May Grade 8	Less than proficient		Fountas/Pinnell Benchmark System Level Z
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			LEP students who achieve proficient
Fountas/Pinnell Benchmark System	September/October March/April May/June	Less than X Less than Y Less than Z		Proficient level for writing
Reading Styles Inventory (RSI)	Ongoing			Greater than or equal to a grade of 80 on report card
Writing Sample	Ongoing	Less than proficient		
Report Card	Every 10 weeks	Lower than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 8 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math Grade 7	March Grade 7	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial/Skills Recovery ◆ Academic Focus ◆ Summer School recommended <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy, if available 	<p>Level 3 or 4 on NYS Grade 8 Math exam</p> <p>Greater than 80% of points on unit assessments</p> <p>Average of 80 or higher on the report card</p> <p>Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development</p>
NYS Math Grade 8	March Grade 8	Less than level 3		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 8 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Science 4 exam	May Grade 4	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Level 3 or 4 on NYS Grade 8 Science exam Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills 80% or more of points on benchmark exam 80 or above on report card
Science Grade	June Grade 7	Less than 70		
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 8	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 8 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Social Studies 5	November Gr 5	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Computer Assisted Instruction ◆ Summer school <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	<p>Level 3 or 4 on NYS Grade 8 Social Studies exam</p> <p>Teacher Recommendation based on demonstrated growth in student performance on parallel tasks (DBQ's and constructed responses)</p> <p>Greater than or equal to 80% of points on benchmark exam</p> <p>Greater than or equal to 80 on report card</p>
Social Studies Grade	June Grade 7	Less than 70		
Teacher Recommendation based on student performance on parallel tasks (DBQ's and constructed responses)	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 8	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 9 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 8	January	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Equal to or greater than 80 on benchmark exams Fountas/Pinnell Benchmark System above Z any time during the year - LEP students who achieve proficient Above proficient for writing level Equal to or greater than a grade of 80 on report card
8 th NYSESLAT	May	Less than proficient		
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			
Benchmark Assessments (appropriate parallel Regents tasks)	Quarterly	Less than 70		
Reading Style Inventory (RSI)	ongoing			
Writing Sample	ongoing	Less than proficient		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 9 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math Grade 8	March Grade 8	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction ◆ Summer Learning Academy 	65 or above on NYS Integrated Algebra Regents Greater than 80% of points on unit assessments Average of 80 or higher on the report card Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development
NYS Integrated Algebra Regents	June	Less than 65		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 9 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Social Studies 8	June Grade 8	< level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial ◆ Academic Focus Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	More than 80% of points on benchmark exam Average of 80 or higher on report card
Social Studies Grade	June Grade 8	D or lower		
Teacher Recommendation based on student performance on parallel tasks (DBQ's and constructed responses)	Throughout the year			
Benchmark Assessments	Every 10 weeks	D or lower		
Report Card Grade 9	Every 10 weeks	D or lower		

**Monticello Central School District
Academic Intervention Services**

Grade 9 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Science Grade 8	May Grade 8	Less than level 3	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial ◆ Academic Focus <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	<p>65 or above on Living Environment Regents</p> <p>80% or more of points on benchmark exam</p> <p>Average of 80 or higher on report card</p> <p>Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills</p>
NYS Living Environment Regents	June Grade 9			
Science Grade	June Grade 8	Less than 70		
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			
Benchmark Assessments	Every 10 weeks	Less than 70		
Report Card Grade 9	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 10 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 8	January	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Equal to or greater than 80 on benchmark exams Fountas/Pinnell Benchmark System above Z any time during the year - LEP students who achieve proficient Above proficient for writing level Equal to or greater than a grade of 80 on report card
9 th Grade NYSESLAT	May	Less than proficient		
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			
Benchmark Assessments (appropriate parallel Regents tasks)	Quarterly	Less than 70		
Reading Style Inventory (RSI)	ongoing			
Writing Sample	ongoing	Less than proficient		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 10 - Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math A Regents	January, June, August	Less than 65	<p>High:</p> <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School <p>Moderate:</p> <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial <p>Low:</p> <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	<p>65 or above on NYS Integrated Algebra Regents</p> <p>Greater than 80% of points on unit assessments</p> <p>Average of 80 or higher on the report card</p> <p>Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development</p>
NYS Integrated Algebra Regents	January, June, August	Less than 65		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 10 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Social Studies 8	June Grade 8	< level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	≥ 65 on Global History Regents > 80% of points on benchmark exam ≥ B on report card
Social Studies Grade	June Grade 9	D or lower		
Teacher Recommendation based on student performance on parallel tasks (DBQ's and constructed responses)	Throughout the year	< 20 points		
Benchmark Assessments	Every 10 weeks	D or lower		
Report Card Grade 10	Every 10 weeks	D or lower		

**Monticello Central School District
Academic Intervention Services**

Grade 10 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Living Environment or Earth Science Regents	June Grade 10 Jan. Grade 11	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	65 or above on Earth Science or Living Environment Regents
Science Grade	June Grade 10	Less than 70		80% or more of the points on benchmark exam
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			Average of 80 or higher on report card
Benchmark Assessments	Every 10 weeks	Less than 70		Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills
Report Card Grade 11	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 11 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 8	January	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Equal to or greater than 80 on benchmark exams
10 th Grade NYSESLAT	May	Less than proficient		Equal to or greater than 65 on the NYS ELA Regents exam
Comprehensive ELA Regents	January/June/ August	Less than 65		Getting Regents credit on component retesting
NYS Component Retesting	May	Not meeting regents criteria		Fountas/Pinnell Benchmark System Level above Z any time during the year
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			LEP students who achieve proficient
Benchmark Assessments (appropriate parallel Regents tasks)	Quarterly	Less than 70		Above proficient for writing level
Reading Style Inventory (RSI)	ongoing			Equal to or greater than a grade of 80 on report card
Writing Sample	ongoing	Less than proficient		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 11 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math A Regents	January, June, August	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	65 or above on NYS Integrated Algebra Regents Achieving Regents Credit on the NYS Math Component test Greater than 80% of points on unit assessments Average of 80 or higher on the report card Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development
NYS Integrated Algebra Regents	January, June, August	Less than 65		
NYS Math Component test	May	Meeting Regents Criteria		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 11 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Global History Regents	June Grade 10 Jan. Grade 11	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	65 or above on Global History Regents
Social Studies Grade	June Grade 10	Less than 70		65 or above on US History Regents
Teacher Recommendation based on student performance on parallel tasks (DBQ's and constructed responses)	Throughout the year			80% or more of the points on benchmark exam
Benchmark Assessments	Every 10 weeks	Less than 70		Average of 80 or higher on report card
Report Card Grade 11	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 11 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Living Environment or Earth Science Regents	January, June, August	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	65 or above on Earth Science or Living Environment Regents
Science Grade	June Grade 10	Less than 70		80% or more of the points on benchmark exam
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			Average of 80 or higher on report card
Benchmark Assessments	Every 10 weeks	Less than 70		Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills
Report Card Grade 11	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 12 - English Language Arts

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS ELA Grade 8	January	Less than level 3	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Consult or services from Reading Specialist ◆ Computer Assisted Instruction Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	Equal to or greater than 80 on benchmark exams
11 th Grade NYSESLAT	May	Less than proficient		Equal to or greater than 65 on the NYS ELA Regents exam
Comprehensive ELA Regents	January/June/ August	Less than 65		Getting Regents credit on component retesting
NYS Component Retesting	May	Not meeting regents criteria		Fountas/Pinnell Benchmark System above Z any time during the year
Teacher Recommendation based on student performance and demonstrated behaviors	Throughout the year			- LEP students who achieve proficient
Benchmark Assessments (appropriate parallel Regents tasks)	Quarterly	Less than 70		Above proficient for writing level
Reading Style Inventory (RSI)	ongoing			Equal to or greater than a grade of 80 on report card
Writing Sample	ongoing	Less than proficient		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Entering Grade 12 – Mathematics

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
NYS Math A Regents	January, June, August	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental support ◆ Computer Assisted Instruction ◆ Summer School Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ Teacher consults with support services providers as appropriate ◆ Computer Assisted Instruction ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5-week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate ◆ Computer Assisted Instruction 	65 or above on NYS Integrated Algebra Regents Achieving Regents Credit on the NYS Math Component test Greater than 80% of points on unit assessments Average of 80 or higher on the report card Teacher recommendation based on demonstrated growth in basic facts and mathematical concept development
NYS Integrated Algebra Regents	January, June, August	Less than 65		
NYS Math Component test	May	Meeting Regents Criteria		
Teacher recommendation based on basic facts and mathematical concept development	Throughout the year			
Unit Assessments	End of each unit of instruction	Less than 70		
Report Card	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 12 – Social Studies

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Global History Regents US History Regents	June Grades 10-12 August Grade 10 January/August Grades 11-12 June Grade 11 August/ January Grade 12	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	65 or above on Global History Regents 65 or above on US History Regents 80% or more of the points on benchmark exam
Social Studies Grade	June Grade 11	Less than 70		80 or above on report card
Teacher Recommendation based on student performance on parallel tasks (DBQ's and constructed responses)	Throughout the year			
Benchmark Assessments	Quarterly	Less than 70		
Report Card Grade 12	Every 10 weeks	Less than 70		

**Monticello Central School District
Academic Intervention Services**

Grade 12 – Science

Screening Indicator (two or more)	Anticipated Time of Assessment	Initial Criteria	Intensity of Service	Exit Criteria (two or more)
Living Environment or Earth Science Regents	January, June August	Less than 65	High: <ul style="list-style-type: none"> ◆ Lower-student teacher ratio (max. 12:1 student/teacher ratio) ◆ Supplemental Support ◆ Increased monitoring ◆ Summer school Moderate: <ul style="list-style-type: none"> ◆ Differentiate instruction ◆ Pre-teaching ◆ Re-teaching ◆ Increased frequency of monitoring ◆ Consultation support ◆ After School Tutorial Low: <ul style="list-style-type: none"> ◆ Monitor the progress of students ◆ 5 week interim reports by classroom teacher ◆ Teacher consults with support service providers as appropriate 	65 or above on Earth Science or Living Environment Regents
Science Grade	June Grade 11	Less than 70		80% or more of the points on benchmark exam
Teacher Recommendation based on scientific method, concepts, and skills	Throughout the year			Average of 80 or higher on report card
Benchmark Assessments	Every 10 weeks	Less than 70		Teacher Recommendation based on demonstrated growth in scientific method, concepts, and skills
Report Card Grade 11	Every 10 weeks	Less than 70		

