

LANSINGBURGH CENTRAL SCHOOL DISTRICT



ACADEMIC INTERVENTION SERVICES and RESPONSE TO INTERVENTION PLAN 2019 – 2020

B.O.E. Approved: January 27, 2020

- ★ *All supporting documentation for this plan, including AIS Eligibility Criteria, RTI Referral Forms, Progress Monitoring Reports, and Parent Communication can be found using the following link:*

[LCSD/AIS RTI Documents 2019-2020](#)

INTRODUCTION TO RtI AND AIS

The Lansingburgh Central School District's Academic Intervention Services (AIS) and/or Response to Intervention (RtI) services are intended to supplement instruction provided by the general curriculum and to assist students in meeting or exceeding the State Learning Standards. This additional support will be provided utilizing a variety of strategies. AIS/RtI is intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts (ELA), Mathematics, Social Studies and/or Science or who are identified as not meeting designated performance levels on state assessments as described in the Commissioner's Regulations sections 100.2(ee)(7) and 100.2(ii). AIS/RtI shall be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with a students' individualized educational program.

Academic Intervention Services (AIS) includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assist students who are at risk of not achieving the Next Generation Learning Standards (NGLS). Support services address barriers to improve academic, social, and emotional performance. The goal is to provide supplemental instruction and/or student support services intended to assist students in meeting the expectations of the Next Generation Learning Standards (NGLS). This additional support instruction is intended to address barriers to improve academic progress.

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and learning rate over time and level of performance to make important educational decisions about an individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction. RtI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps. Response to Intervention begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to students' needs via provisions of differentiated instruction in the core curriculum areas and supplemental intervention delivered in a multi-tiered format with increasing levels of intensity and targeted instruction.

In order to know if an intervention is effective, the progress of the students' needs to be continuously monitored. Progress monitoring involves using scientifically-based assessments to determine the effectiveness of the interventions. Progress monitoring assesses specific skills that are found in state standards that are therefore part of the academic content. Progress monitoring needs to be applicable to the instructional strategies that are being used to correct deficits and should be able to be administered repeatedly and efficiently to students over a period of time. If interventions do not correct deficits, a student could be identified as a student with a disability.

Instructional Support Team (IST) and Behavioral Support Teams (BST) exist to discuss and plan for students who are not meeting the expectations at their respective grade levels. Short term plans are developed to accelerate student learning and avoid ongoing deficits. After the student receives the most intensive level of Tiered instruction, a referral for a comprehensive evaluation to determine eligibility for special education services may be recommended.

AIS (Framework)	RtI (Process)
<p>Schools shall provide academic intervention services to students when such students are determined, through a district developed procedure, to lack reading readiness based on an appraisal of the student, including their knowledge of sounds and letters; or are determined through a district developed procedure, to be at risk of not achieving the state designated performance level in English Language Arts and or mathematics.</p> <p>Schools shall develop an Academic Intervention Service plan when students score below the state designated performance level on one or more state elementary assessments in English Language Arts, mathematics, social studies or science.</p> <p>Schools shall develop an Academic Intervention Service plan when students score below the state designated performance level on one or more state secondary assessments in English Language Arts, mathematics, social studies or science, or score below the state designated performance level on any of the state examinations required for graduation.</p> <p>Current regulations allow a school district to provide a response to intervention program in lieu of AIS to eligible students.</p>	<p>A school district's process to determine if a student responds to scientific, research-based instruction which shall include:</p> <ul style="list-style-type: none"> ● Appropriate instruction ● Screenings ● Instruction matched to student needs ● Repeated assessments of student achievement ● Application of student information and performance data to make educational decisions ● Written notification to parents ● Linguistically and culturally responsive instruction and intervention for ELL students

ACADEMIC INTERVENTION SERVICES PLAN

Key Components:

Academic Intervention planning, support, criteria, and assessments continue through grade 12 (See Appendix B, C, D, E). Students shall be eligible to receive AIS using an identification process:

1. Students performing at or below a Performance Level (PL) 2 are eligible to receive AIS services.
2. AIS Eligibility Criteria Chart (see Appendix A) provides multiple eligibility criterion for students who scored at PL 1 or 2
3. Student Support Services are provided, in addition to, or without academic services, depending upon the student's individual needs. For example, a student may be experiencing academic difficulty as a sole result of poor attendance. Referrals to the District Attendance Official or counseling services may be the recommended plan of action.
4. Recommendations for student services may include AIS teacher provider, classroom teacher, special education teacher, counselor, principal, and/or parent.
5. No student will be excluded from receiving AIS support based solely on NYS Assessments, nor shall a student receive AIS solely based on their performance on NYS Assessments.

AIS Services Defined:

- “Additional class” – student meets with a Subject Area, Reading, Writing or Special Education teacher or teaching assistant a scheduled number of periods per week in addition to his/her scheduled subject area course.
- “Push In support” and “co-teaching support” – students receive additional instruction. In addition to the subject area, classroom teacher, teaching assistant or Special Education teacher provides support services or co-teaches the course in the same classroom.
- “Integrated support” – A Subject Area, Reading, Writing, Math or Special Education teacher or teaching assistant provides pull-out services, a scheduled number of periods per week, for more than one subject area. For example, a Reading teacher may provide a student support in ELA and Social Studies concurrently.

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- Tier 1: Data for all modifications and differentiation of content performed in the regular classroom will be maintained by the content area or classroom teacher.
 - Tier 2: Using the iReady reports, iReady Interventionists use diagnostic tests to drive instruction for students.
 - Tier 2 and 3: Data will be tracked via the AIS provider.
 - Details of the intervention will include: provider, beginning and ending date of the intervention, frequency of intervention, frequency of monitoring, method of data collection and presentation, progress reports, and other documentation as requested by the Director of Curriculum.
 - Tier 3
 - Students who receive Tier 3 instruction have his/her yearly intervention data collected in a RtI plan, which is modified at regular intervals throughout the school year. This plan is accessible to all teachers, providers, and other school staff who work with the child.

Research/evidence-based instruction that has shown to be effective is provided to all students. All students' grades K-8 in the Lansingburgh Central School District are provided with scientifically researched-based reading instruction includes an uninterrupted (K-5) block of 60 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies (See Appendix B and C). Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability. Curriculum is aligned to Next Generation Learning Standards and grade level performance indicators. Instruction is provided by qualified personnel and trained staff. Differentiated instruction is utilized to meet a wide range of student needs. Instructional strategies/programs are implemented with fidelity. Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

Academic Intervention Services Instructional Model



TIER 1

Tier 1 instruction takes place in the general education classrooms and includes all students. Instruction is aligned with the Next Generation Learning Standards. The core components of English Language Arts instruction are phonemic awareness, phonics instruction, vocabulary, academic vocabulary, fluency, comprehension and writing.

The core instruction (Tier 1/all students) includes differentiation based on the abilities of students. In grades K-5, Fountas & Pinnell Benchmark Assessment are given to all students twice a year (December and June). Common Benchmark Assessments are also given in January. Ongoing record keeping, progress monitoring, and informal evaluation occur daily during reading instruction.

Teachers identify groups in their classes based on a student's skills in order to differentiate instruction to meet the needs of all learners. Differentiated learning activities (e.g. mixed instructional grouping, use of learning centers, peer tutoring, opportunities for independent work/study) are utilized to address individual needs.

In grades 6-8, the NYS ELA and Math Assessments are used as the universal screening. Fountas and Pinnell Benchmark Assessments are also administered to students who are "at risk." Differentiated learning activities

such as mixed instructional groupings and materials, use of student-driven learning centers, and peer tutoring are utilized to address individual needs.

In grades 9-12, universal screening consists of the NYS ELA and Math 8 scores for 9th grade, overall ELA and Math achievement for grades 10-12, and the grade 11 NYS Exam. Classroom teachers monitor students' performance and refer as needed.

Tier 1 Monitoring

Students who do not qualify for Tier 2 intervention, but have not met the mandated NYS Next Generation Learning Standards or the NYS assessment cut-points, will have his/her progress within the content area classes monitored as follows:

- K-5 – Monitoring will be the responsibility of the classroom teacher and AIS provider
- 6-12 – Monitoring will be the responsibility of the AIS Tier 2 providers

Students that are monitored, will receive quarterly progress reports. In order for a student who is not mandated for AIS to be considered for a Tier 2 or 3 intervention, the Tier 1 teacher (classroom/content area teacher) completes a referral to the Instructional Support Team. The request needs to be accompanied by a minimum of 3-4 weeks of data supporting the referral and all other requested documentation.

Tier 2

Tier 2 is the second level of intervention intended for students that do not make academic progress at the Tier 1 level, and who are eligible for additional support based on a combination of teacher recommendation, NYS Assessment scores, benchmark criteria, and other grade level progress. This instruction is provided in addition to, and not in place of, Tier 1 instruction.

In grades K-5, Tier 2 interventions focus on areas of student needs or deficits that are identified from the results of the iReady Diagnostics in combination with various other literacy and math assessments. The interventions vary by curriculum focus, group size, frequency, and duration based on individual student need and responsiveness. The iReady Diagnostic is given at least twice per year in each subject area. Information provided from the Diagnostic, in addition to iReady online instruction reports, support teachers' decisions to modify instruction, keep track of student skill progression, and gauge student growth.

In grades 6-12, Tier 2 interventions focus on areas of student need or deficits that are identified by the data collected within the ELA classroom, unit assessments and Fountas and Pinnell reading assessment (6-8). Students receive targeted instruction outside the ELA classroom in a small group setting, in addition to the daily ELA instruction. Students are identified by teacher recommendations

TIER 2

	K-2	3-5	6-8	9-12
Entrance Criteria	Fountas & Pinnell Benchmark Assessment Common Assessment Teacher Recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2 Fountas & Pinnell Benchmark Assessment Common Assessment Teacher Recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2 Fountas & Pinnell Benchmark Assessment Common Assessment Teacher Recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2 Teacher Recommendation based on lack of progress with Tier 1 instruction.
Providers	Classroom Teachers Reading Teachers Teaching Assistants TESOL Special Education Teachers Other Highly Qualified Staff			
Location	Classroom Reading Instructional Spaces Library/Media Center Other locations within the building			
Group Size	5-6 students recommended		8-10 students recommended	
Frequency	AIS provider pushes into classrooms for 30 minutes daily.		As determined by the IST 42 minutes	
Duration	Provider will provide support through conferencing or in a small group between 20-30 minutes, depending upon need.			
Programs	Balanced Literacy Intervention Block iReady Engage NY Math Modules NYS Next Generation Learning Standards		Balanced Literacy (6-8) Unit pre and post Assessment Aligned NGLS teacher generated assessments	
Progress Monitoring	Running Records Common Assessments (ELA and Math) F & P Assessments iReady data		Data collection Common Assessments (Math and ELA) F & P Assessments	
Exit Criteria	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 Mandated NYS Cut Points	Student is performing at grade level as evident from multiple measures from collected data Mandated NYS Cut Points	Student is performing at grade level as evident from multiple measures from collected data 65 or better on the Regents

An elementary intervention/enrichment block, is a period of time in the school schedule where students, typically from an entire grade level, are strategically grouped to receive targeted skills or enrichment support in academics, language, or social/emotional skills.

All classrooms will have a 30 minute intervention block built into their daily schedule. During the intervention block, the reading teacher and/or special education teacher, classroom teacher, and iReady interventionist will be providing targeted intervention based on the needs of the students. Teaching assistants in each grade level will be designated as iReady interventionist. iReady interventionist will support the Tier 2 students on iReady lessons. These lessons will be pre-determined by the diagnostic data and progress on iReady assigned lessons. The K-2 i-Ready interventionist may also pull Tier 2 students for small group work to address skill deficit areas using direct instruction. The 3-5 i-Ready interventionist will collect student information and make anecdotal notes for the classroom teaches and AIS Reading teachers.

Tier 3 is the third level of intervention intended for students that do not make academic progress at the Tier 1 or Tier 2 levels. These students are eligible for additional support based on the results from NYS Assessments and grade level progress, and have not responded to Tier 2 interventions. This instruction is provided in addition to, and not in place of, Tier 1 and Tier 2 interventions.

Tier 3 interventions target individual student skill deficits in the areas of ELA and Math. Data is collected from a variety of sources, including, iReady diagnostic information, benchmarks, running records, classroom performance, and teacher designed Tier 3 assessments where appropriate.

Tier 3 interventions for mathematics include smaller groups, reinforcement of prerequisite skills, and increased frequency of support as indicated in the student's IST Plan.

Tier 3 intervention occurs as part of Lansingburgh Central School District's RtI plan at grades K-5.

TIER 3

	K-2	3-5
Entrance Criteria	Teacher Recommendation based on Tier 2 F & P Benchmark Common Assessment iReady diagnostic information	Teacher Recommendation based on Tier 2 NYS Assessment PL 1 or 2 F & P Benchmark Common Assessment iReady diagnostic information
Providers	Classroom Teachers Reading Teachers iReady Teaching Assistants TESOL Special Education Teachers Other Highly Qualified Staff	
Location	Classroom Reading Instructional Spaces	
Group Size	4 students recommended	
Frequency	30 minute blocks 5 times weekly	40 minute blocks 5 times weekly
Duration	12-18 weeks	18-24 weeks
Programs	Teacher created lessons Small group intensive instruction outside of ELA or Intervention block F & P Leveled Literacy Instruction	
Progress Monitoring	Fountas and Pinnell Sight Words Fountas and Pinnell Benchmark Assessment Letter/Sound Assessment LLI Data	
Exit Criteria	RTI plan is discontinued when proficiency in grade level standards is met..	RTI plans is discontinued: *For Reading when proficiency in grade level standards and the ability to reach the F&P reading level for that grade. *For Mathematics , the plan ends when the student reaches proficiency in grade level standards and demonstrates competency on the Tier 3 Math Assessment.

Middle School (Grades 6-8) Component

Grade 				
	ELA	NYS ELA 5 test (Score below NYSED cut points) Longitudinal gr. 3-5 NYS ELA testing data Teacher Recommendation Parent Recommendation Fountas and Pinnell Running Record Assessment	In-class or pull-out support AIS Reading Lab	NYS ELA 6 test (score above NYSED cut points) Teacher Recommendation Fountas & Pinnell Benchmark Assessment
	Math	NYS Math 5 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Longitudinal gr. 3-5 NYS Math testing	In-class or pull-out support AIS Math Lab	NYS Math 6 test (score above NYSED cut points) Teacher Recommendation
7	ELA	Gr. 6 results of Fountas & Pinnell Benchmark Assessment NYS ELA 6 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Longitudinal gr. 3-6 NYS ELA testing data	In-class or pull-out support AIS Reading Lab	Fountas & Pinnell Benchmark NYS ELA 7 test (score above NYSED cut points) Teacher Recommendation
	Math	NYS Math 6 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Longitudinal gr. 3-6 NYS Math testing data	In-class or pull-out support AIS Math Lab	NYS Math 7 test (score above NYSED cut points) Teacher Recommendation
8	ELA	Gr. 7 results of Fountas & Pinnell Benchmark Assessment NYS ELA 7 test (Score of level 2 & below) Teacher Recommendation Parent Recommendation Longitudinal gr. 3-7 NYS ELA testing data	In-class or pull-out support AIS Reading Lab	Fountas & Pinnell Benchmark NYS ELA 8 test (score above NYSED cut points) Teacher Recommendation
	Math	NYS Math 7 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Longitudinal gr. 3-7 NYS Math testing data	In-class or pull-out support AIS Math Lab	NYS Math 8 test (score above NYSED cut points) Teacher Recommendation

High School (Grades 9-12) Component

Grade	Subject	Assessment	Intervention	Performance Measure
	ELA	Gr.8 results of Fountas & Pinnell Benchmark Assessment NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom Performance	In-class or pull-out support Targeted Instruction AIS Reading Lab English 9 Course	Classroom performance based on quarterly assessments
	Math	NYS Math 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom performance	AIS Math support class Push-in support	Classroom performance based on quarterly assessments Regents Exam performance
	Social	NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom Performance	Integrated Support	Classroom performance based on quarterly assessments
	Science	Teacher Recommendation Parent Recommendation	Integrated Support	Classroom performance based on quarterly assessments
10th	ELA	NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom Performance	In-class or pull-out support AIS Writing Lab Targeted Instruction	Classroom performance based on quarterly assessments Teacher Recommendation
	Math	NYS Regents Math (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom performance	Exam Prep Class	Classroom performance based on quarterly assessments Regents passing score
	Social	NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom Performance	Integrated Support	Classroom performance based on quarterly assessments Regents passing score
	Science	NYS Science 8 8 test (Score below NYSED cut points) or Living Environment Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Exam Prep Class	Classroom performance based on quarterly assessments
11th	ELA	NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Classroom Performance	In-class or pull-out Extended period targeted instruction AIS Reading Lab AIS Writing Lab	Classroom performance based on quarterly assessments Regents passing score
	Math	Regents Math score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Math Exam Prep Class	Regents passing score
	Social	Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Integrated Support Exam Prep Class	Regents passing score
	Science	Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Exam Prep Class	Regents passing score
12		Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	ELA Exam Prep Class	Regents passing score
	Math	Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Math Exam Prep Class	Regents passing score
	Social	Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Soc St Exam Prep Class	Regents passing score
	Science	Regents score of 64% or below Teacher Recommendation Parent Recommendation Classroom Performance	Science Exam Prep Class	Regents passing score

RESPONSE TO INTERVENTION

Instructional Support Team (IST):

The Instructional Support Team (IST) at each building is comprised of the building principal/designee and service providers (which may include the school psychologist, occupational therapist, academic intervention teacher, speech/language teacher, special education teacher, ELL teacher, and other teaching staff as appropriate). The IST will meet with classroom teachers to discuss students' performance. Although teams will consider benchmarks and cut points, they will also consider other factors, including the results of informal assessments such as running records, along with any other information that the team needs to develop an intervention.

Process for request to IST K-12:

If a student displays deficits in academic, social, emotional, physical-medical or any combination of the above mentioned areas, the following steps will be taken:

- A. A referral is made to the Instructional Support Team
- B. Observations and assessments are completed by IST team members
- C. School Psychologist sends notice of upcoming Instructional Support Team meeting to all team members.
- D. Team members meet and accomplish the following:
 - Review of student background/information relevant to IST referral
 - Relevant data is discussed (test scores, report cards, documentation from external sources, observation notes, if applicable, classroom performance etc.)
 - If behavioral in nature, desired goals and outcomes are established. Instructional Support Team discusses already established interventions, and existing resources utilized, and a referral is made to the Behavioral Support Team (BST) if necessary
 - Instructional Support Team brainstorms interventions (to include, but not limited to scientifically based interventions) to assist students in obtaining desired goal(s)
 - A formalized plan is created and shared with the staff who work with the student, which outlines specific interventions and instructional goals for the student
 - Instructional Support Team sets up a reconvene date to review progress and efficacy of intervention plan
 - Instructional Support Team will reconvene to modify or continue with intervention plan, based on student response to interventions
 - Support team members will work cooperatively with teachers to observe implementation of intervention.
 - If a student has made little to no progress with a series of prescribed interventions, after (at least) three complete IST plans & revisions, a referral to the CSE may be recommended.

STUDENT SUPPORT SERVICES

Student Support Services are those services other than instruction that will be designed to help students reach grade level proficiency; leading to success on the state assessments and ultimately completing the requirements for graduation in New York State.

These services may include, but are not limited to, attendance improvement services, study skills, counseling, or guidance services. Attendance is monitored in each building and attendance issues are monitored and addressed through the attendance committees in each building.

Study skills may be taught by a Special Education teacher or a classroom teacher. There are specific opportunities for study skills at various grade levels, or at the secondary level the guidance counselors may be available to assist and advise students in developing study skills. Counseling services are available through the school counselor, school psychologist, or social worker. The provision for guidance services at the secondary level involves assignment of a counselor for academic advisement.

PARENT NOTIFICATION

Parents will receive the following notifications if their child is recommended for AIS services:

- A commencement of service letter by October or another date determined by the Intervention Team. (See Appendix F, H, I)
- Progress Reports in Math and ELA (See Appendix J, K, L, M)
 - K-5 - distributed four times a year (Grade K student reports are distributed 3x/year) for all Tier 2 and 3 students in conjunction with general education report cards
 - 6-12 - distributed four times a year in conjunction with general report cards
- Discontinuation letter upon completion of intervention at the end of the year. (See Appendix G)
- Conferences with teachers are arranged as needed.

APPENDICES

- A. [2019-2020 LCSD AIS Eligibility Guidelines](#)
- B. [2019 - 2020 Turnpike Elementary School AIS Plan](#)
- C. [2019 - 2020 Rensselaer Park Elementary School AIS Plan](#)
- D. [2019 - 2020 Knickerbacker Middle School AIS Plan](#)
- E. [2019 - 2020 Lansingburgh High School AIS Plan](#)
- F. [2019-2020 Sample Elementary School AIS Letter - Beginning of the Year](#)
- G. [2019-2020 Sample Elementary School AIS Letter - End of the Year](#)
- H. [2019-2020 Knickerbacker Middle School AIS Letter](#)
- I. [2019-2020 Lansingburgh High School Sample AIS Letter](#)
- J. [2019-2020 Sample Elementary ELA AIS Progress Report](#)
- K. [2019-2020 Sample Elementary Math AIS Progress Report](#)
- L. [2019-2020 Sample Secondary ELA AIS Progress Report](#)
- M. [2019-2020 Sample Secondary Math AIS Progress Report](#)