



ACADEMIC INTERVENTION SERVICES  
MULTI-TIERED SYSTEM OF SUPPORT  
RESPONSE TO INTERVENTION PLAN

2022-2023

# INTRODUCTION

The Lansingburgh Central School District's Academic Intervention Services (AIS) services and Response to Intervention (RtI) Framework 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 is 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).

**Academic Intervention Services (AIS)** includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assists students at-risk of not achieving proficiency in 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 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. AIS 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.

**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), Behavioral Support Teams (BST), and Student Support Teams (SST), exist to discuss and plan for students who are not meeting the expectations. Short-term plans are developed to accelerate student success and avoid ongoing deficits. Together, these supports form a **Multi-Tiered System of Support (MTSS)**, which is used as a prevention framework for both academic and behavioral supports. MTSS is grounded in the belief that **all** students can learn and **all** school professionals are responsive to the academic and behavioral needs of **all** students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful<sup>1</sup>. Building-level and/or community resources address each individual student's academic and/or social-emotional needs, within intervention tiers, that vary in intensity.

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<sup>1</sup> [NYSED ESSA Programs](#)

# ACADEMIC INTERVENTION SERVICES PLAN

## Key Components:

Academic Intervention planning, support, criteria, and assessments continue through grades K-12. Students shall be eligible to receive AIS using an identification process:

1. Students performing at or below a Performance Level (PL) 2 New York State Assessments or Regents exams are eligible to receive AIS services, or through other forms of formative assessments.
2. 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 solely due to poor attendance. Referrals to the District Attendance Official or counseling services may be the recommended plan of action.
3. Recommendations for student services may be taken from an AIS teacher provider, classroom teacher, special education teacher, counselor, principal, and/or guardian.
4. 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.

## Description of Services:

AIS Services Defined:

- “Additional class” – student meets with a Content Area, Reading, Writing, or Special Education teacher or teaching assistant for a scheduled number of periods per week in addition to their scheduled subject area course.
- “Push In support” and “co-teaching support” – students receive additional instruction. In addition to the subject area, the 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 student support in ELA and Social Studies concurrently.
- Tier 1 includes the Core Curriculum Program that is aligned with the Next Generation Learning Standards, benchmark testing of all students to determine instructional needs, effective instructional practices within the classroom, differentiation, and reteaching of critical components of instruction for students having difficulty (accommodations and modifications).
- Tier 2 includes small group supplemental instruction for students who are not making progress at the Tier 1 level and are eligible for additional targeted interventions. The intervention is in addition to what is being taught at the Tier 1 level. Instructional focuses are based on data from the most recent benchmark testing or other formative assessments.
- Tier 3 includes intensive, strategic, supplemental instruction designed to target specific student skill deficits. Tier 3 instruction can be delivered to a small group of students, or 1:1. Tier 3 instruction is provided in addition to Tier 1 and Tier 2 instruction.

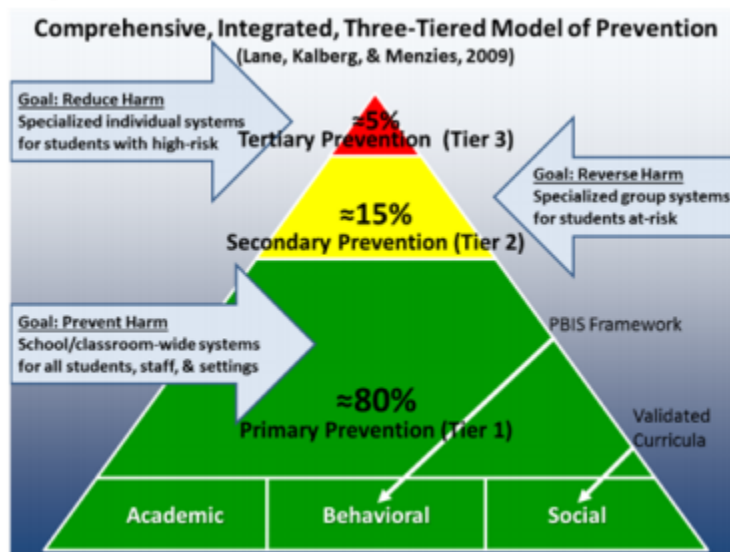
### **Data Collection:**

- 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 1 data will be provided by end-of-unit assessments, aligned to standards, all benchmark assessments, and other formative assessments.
- Tier 2: Data will be collected through a variety of means, including, iReady reports, benchmark assessments, and other formative assessments.
- Tier 3:
  - Students who receive Tier 3 instruction have 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.
  - Details of the intervention will include: the provider of services, beginning and ending date of the intervention, frequency of intervention, frequency of monitoring, method of data collection and presentation, quarterly progress reports, and other documentation.

### **Quality Indicators for Appropriate Instruction:**

Research/evidence-based instruction that has shown to be effective is provided to all students. All students in grades K-8 in the Lansingburgh Central School District are provided with scientifically researched-based reading instruction, including an uninterrupted (K-5) block of 60 minutes of daily explicit and systematic instruction in phonological awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies. 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.

# 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. High-quality curriculum and instruction in general education, together with a positive school climate and a continuum of social-emotional learning and behavior supports, prevent academic and social/behavioral difficulties for many students.

Examples of Tier 1 supports include, but are not limited to the following:

- Alignment of instruction to curriculum maps and Next Generation Learning Standards
- Explicit systematic direct instruction
- Targeted instruction based on group and individual student data
- Use of high leverage practices and high level questioning and promotion of higher-order thinking skills
- Differentiation of instruction and modification based on students' responses
- Best practice classroom management approaches, including a documented Tier 1 classroom management and behavior plan
- Student engagement
- Use of explicit social skills instruction or validated social-emotional learning curricula in the classroom
- Coordination and alignment of classroom practices with community-building and preventative approaches
- Ally program in which each student is connected to a trusted adult
- Use of trauma-sensitive, culturally responsive educational approaches with students
- Strategies for supporting home-school partnership
- Non-credit bearing Regents preparation courses
- Non-credit bearing Math and Reading/Writing lab courses

### 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-scores, will have their progress monitored within the content area classes as follows:

- K-5 – Monitoring will be the responsibility of the classroom teacher
- 6-12 – Monitoring will be the responsibility of the content area teachers

## 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 targeted interventions based on a combination of teacher recommendation, NYS Assessment scores, iReady diagnostic scores, benchmark criteria, and other grade level progress and formative assessments. This intervention is provided in addition to, and not in place of, Tier 1 intervention.

Common Tier 2 support practices involve small groups of students or individualized intervention strategies. Specific social-emotional supports include, but are not limited to: morning/afternoon meetings, check-in/check-out, or a lunch group, or meeting with an ally on a regular basis. Student Support Staff may provide classroom consultation services in Tier 2. Tier 2 interventions may be delivered by the classroom teacher or an interventionist.

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

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

Examples of Tier 2 supports include, but are not limited to the following:

### Academic

- In addition to daily small group instruction as part of the grade-level curriculum, the elementary and middle school classroom teacher or AIS provider works 2-5 days per week with a small group of 5-6 students who have similar needs for targeted instruction.
- AIS push-in support in ELA and Math
- AIS push-in support in Math 1A and 1B, and English 9-11 at the high school

### Social-Emotional

- Small Group Social Skill Instruction using validated curricula
- Social stories
- Relationship building activities

### Behavioral

- Check in / Check Out Plan
- Modeling/practicing the use of the Calming Corner
- Teacher directed breaks

## Tier 2 Monitoring

- K-5 – Monitoring of Tier 2 academic interventions will be the responsibility of the AIS reading or math teacher. Monitoring of Tier 2 social-emotional and behavioral interventions will be the responsibility of the classroom teacher.
- 6-12 – Monitoring of Tier 2 academic interventions will be the responsibility of the Tier 2 provider.

Tier 2				
	K-2	3-5	6-8	9-12
Entrance Criteria	Fountas & Pinnell Benchmark Assessment  Formative Benchmark Assessments  iReady Diagnostic information  Teacher recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2  Fountas & Pinnell Benchmark Assessment  Formative Benchmark Assessment  iReady Diagnostic information  Teacher recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2  Fountas & Pinnell Benchmark Assessment  Teacher Recommendation based on lack of progress with Tier 1 instruction.	NYS Assessment PL 1 or 2  Final Course Grades  Teacher Recommendation based on lack of progress with Tier 1 instruction.
Providers	Classroom Teachers Reading Teachers Math Teachers Teaching Assistants TESOL Special Education Teachers Other Highly Qualified Staff			
Location	Classroom Reading, Math, and or TESOL Instructional Spaces Library/Media Center Other locations within the building			
Group Size	5-6 students recommended		8-10 students recommended	
Frequency	AIS teachers provide instruction 2-5 x 20-30 minutes per week.		As determined by the IST 42 minutes	
Duration				
Curriculum and Instructional Resources	Foundations (K-3) iReady Engage NY Math Modules NYS Next Generation Learning Standards LLI Geodes Decodable Readers Just Words (4-5) Leveled Readers Units of Study		Unit pre and post Assessment Aligned NGLS teacher-generated assessments	
Progress Monitoring	Running Records Benchmark Assessments (ELA and Math) Fountas and Pinnell Benchmark Assessments Heggerty Phonemic Awareness Assessment (Tier 3) iReady data Math Critical Concepts Progress Monitoring Toolbox		Data collection Common Assessments (Math and ELA) F & P Assessments	
Exit Criteria	Student is performing at grade level as evident from multiple measures of collected data		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 Scores	Mandated NYS Cut Scores	65 or better on the Regents
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### TIER 3

In addition to the above criteria, in order for a student to be considered for Tier 3, the classroom teacher will meet with the RTI coordinator for a pre-referral meeting. The request needs to be accompanied by data supporting the referral and all other requested documentation prior to the student being referred to the Instructional Support Team.

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 for a minimum of 8-10 weeks. These students are eligible for additional support based on the results from iReady diagnostic, Fountas and Pinnell Benchmarks, NYS Assessments, and other formative assessments. 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 Reading and Math. Progress monitoring data is collected bi-weekly, from a variety of sources, including, iReady diagnostic information, benchmarks, running records, classroom performance, and teacher-designed Tier 3 assessments, where appropriate.

Examples of Tier 3 supports include, but are not limited to the following:

Academic

- Bridge the Gap: Phonemic Awareness Lessons
- Additional explicit phonics instruction that targets skill deficits
- Fact fluency intervention
- Small group of 1-4 students who are pulled during the intervention block and provided instruction that targets specific skill deficits
- Grade 6-9 Reading and Math Lab

Social-Emotional

- Tiered Ally Program

Behavioral

- Individualized behavior plan through the Behavioral Support Team

**Tier 3 Monitoring**

- K-5 – Monitoring will be the responsibility of the AIS reading or math teacher, the social worker and school psychologist
- 6-12 – Monitoring will be the responsibility of the Tier 3 provider, the social worker and school psychologist

**INTERVENTION BLOCK**

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 schedule 2-5 days per week. During the intervention block, the reading teacher, and/or special education teacher, classroom teacher, math teacher, or other school staff will be providing targeted intervention based on the needs of the students.



TIER 3		
	K-2	3-5
Entrance Criteria	Current Tier 2 student F & P Benchmark ELA and Math Benchmark Assessments iReady diagnostic data Heggerty Assessments	Current Tier 2 student NYS Assessment PL 1 or 2 F & P Benchmark ELA and Math Benchmark Assessments iReady diagnostic data Bridge the Gap Tier 3 Assessments (Math)
Providers	Reading Teachers AIS Math Teachers AIS Math Teaching Assistants Other Highly Qualified Staff	
Location	Classroom Reading/Math Instructional Spaces	
Group Size	1-4 students recommended	
Frequency	20-30 minute blocks 2-5 times weekly	20-30 minute blocks 2-5 times weekly
Duration	Minimum 12-18 weeks	Minimum 18-24 weeks
Curriculum & Instructional Resources	Teacher created lessons Small group intensive instruction outside of ELA and Math block F & P Leveled Literacy Instruction Heggerty-Bridge the Gap (Grades 2-5)	
Progress Monitoring	High Frequency Words Words Fountas and Pinnell Benchmark Assessment Letter/Sound Assessment LLI Data K-2 Heggerty Phonemic Awareness Assessments Foundations: Fluency Assessments Tier 3 Math Assessments Addition, Subtraction and Multiplication Fact Fluency Assessments (3-5)	
Exit Criteria (Link: Academic Intervention Services Eligibility Guidelines)	RTI plans is discontinued:: *For <b>Reading</b> when the student reaches Tier 2 guidelines *For <b>Mathematics</b> , the plan ends when the student reaches Tier 2 guidelines	

## Middle School (Grades 6-8) Component

<u>Grade Level</u>	<u>Subject</u>	<u>Identification of AIS Eligibility</u>	<u>AIS Provided</u>	<u>Exit Criteria</u>
6 <sup>th</sup>	<b>ELA</b>	NYS ELA 5 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation Fountas and Pinnell Running Record Assessment	In-class or pull-out support  ELA Seminar	NYS ELA 6 test (score above NYSED cut points) Teacher Recommendation Fountas & Pinnell Benchmark Assessment
	<b>Math</b>	NYS Math 5 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation	In-class or pull-out support  AIS Math Lab  Math Seminar	NYS Math 6 test (score above NYSED cut points) Teacher Recommendation
7 <sup>th</sup>	<b>ELA</b>	NYS Math. 6 results of Fountas & Pinnell Benchmark Assessment NYS ELA 6 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation	In-class or pull-out support  ELA Seminar	Fountas & Pinnell Benchmark NYS ELA 7 test (score above NYSED cut points) Teacher Recommendation
	<b>Math</b>	NYS Math 6 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation	In-class or pull-out support  AIS Math Lab  Math Seminar	NYS Math 7 test (score above NYSED cut points) Teacher Recommendation
8 <sup>th</sup>	<b>ELA</b>	NYS Math. 7 results of Fountas & Pinnell Benchmark Assessment NYS ELA 7 test (Score of level 2 & below) Teacher Recommendation Parent Recommendation	In-class or pull-out support  ELA Seminar	Fountas & Pinnell Benchmark NYS ELA 8 test (score above NYSED cut points) Teacher Recommendation
	<b>Math</b>	NYS Math 7 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation	In-class or pull-out support  AIS Math Lab  Math Seminar	NYS Math 8 test (score above NYSED cut points) Teacher Recommendation

## High School (Grades 9-12) Component

<u>Grade Level</u>	<u>Subject</u>	<u>Identification of AIS Eligibility</u>	<u>AIS Provided</u>	<u>Exit Criteria</u>
9 <sup>th</sup>	ELA	Gr.8 results of Fountas & Pinnell Benchmark Assessment NYS ELA 8 test (Score below NYSED cut points) Teacher Recommendation Parent Recommendation	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	AIS Math support class Push-in support	Classroom performance based on quarterly assessments Regents Exam performance
10 <sup>th</sup>	ELA	Grade 9 ELA Final Average Teacher Recommendation Parent Recommendation	In-class or pull-out support AIS Writing Lab Targeted Instruction	Classroom performance based on quarterly assessments Teacher Recommendation
	Math	NYS Regents Math score of 64% or below Teacher Recommendation Parent Recommendation	Math 1B students Exam Prep Class	Classroom performance based on quarterly assessments Regents passing score
	Science	Living Environment Regents score of 64% or below Teacher Recommendation Parent Recommendation	Exam Prep Class	Classroom performance based on quarterly assessments Regents passing score
11 <sup>th</sup>	ELA	Teacher Recommendation based on Grade 9 and 10 final averages Parent Recommendation	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	Math Exam Prep Class	Regents passing score
	Social Studies	Regents score of 64% or below Teacher Recommendation Parent Recommendation	Integrated Support Exam Prep Class	Regents passing score
	Science	Regents score of 64% or below Teacher Recommendation Parent Recommendation	Exam Prep Class	Regents passing score
12 <sup>th</sup>	ELA	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	Math Exam Prep Class	Regents passing score
	Social Studies	Regents score of 64% or below Teacher Recommendation Parent Recommendation	Soc St Exam Prep Class	Regents passing score
	Science	Regents score of 64% or below Teacher Recommendation Parent Recommendation	Science Exam Prep Class	Regents passing score

# RESPONSE TO INTERVENTION

## **Instructional Support Team (IST):**

The Instructional Support Team (IST) at each building is composed 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 the 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 pre-referral meeting is requested by the classroom teacher to the RTI Coordinator. The RTI Coordinator will schedule a meeting with the staff who work with the student to 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.)
  - Discuss Tier 1/Tier 2 interventions currently in place
  - If behavioral in nature, discusses already established interventions, and existing resources utilized, and a referral is made to the Behavioral Support Team (BST) if necessary
- B. Observations and assessments are completed by IST team members.
- C. If Tier 3 interventions are appropriate, an IST Referral is made to the Instructional Support Team.

Once the IST Referral has been submitted, the IST will accomplish the following:

- Instructional Support Team brainstorms interventions (to include, but not limited to scientifically based interventions) to assist students in obtaining the 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
- D. School Psychologist sends notice of upcoming Instructional Support Team meeting to all team members.
  - E. Team members meet and accomplish the following:
    - 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 the implementation of an 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.

# 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 appendices).
- Progress Reports in Math and ELA (See appendices)
  - 1-5 - distributed four times a 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.
- Conferences with teachers are arranged as needed.

# APPENDICES

- A. [Sample Elementary School AIS Letter - Beginning of the Year](#)
- B. [Sample Elementary School AIS Letter - End of the Year](#)
- C. [Knickerbacker Middle School Sample AIS Letter](#)
- D. [Lansingburgh High School Sample AIS Letter](#)
- E. [2022-2023 Sample Elementary ELA AIS Progress Report](#)
- F. [2022-2023 Sample Elementary AIS Progress Report](#)
- G. [Sample Secondary ELA AIS Progress Report](#)
- H. [Sample Secondary Math AIS Progress Report](#)

# RTI

