

Response to Intervention
&
Academic Intervention Services
Plan

2024-2025

Lake George Elementary School

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Introduction

Lake George Central School's mission is to "Personalize opportunities that empower all students to be lifelong learners, leaders, and global citizens." Lake George Elementary School is focused on providing an educational program that will meet the needs, abilities, aspirations, and interests of each child. The school will pursue a rigorous program of professional and curriculum development to advance the capacity of our faculty to create learning environments that meet students at their places of strength. To this end, we will:

- Develop interventions that respond to students' specific needs.
- Research and consistently review universal screening tools and progress monitoring tools that assess the effectiveness and appropriateness of interventions.
- Look at models of enrichment to support students at all places on the academic and social-emotional spectrum.
- Integrate technology and alternative models of learning and instruction to remove barriers to learning that prevent students from accessing core curriculum.
- Advance and deepen our K-6 model of social-emotional learning and civic engagement to provide all students with opportunities to serve as leaders among their peers and in the community at large.

The information contained within this Response to Intervention and Academic Intervention Services Plan is intended to contribute to the building of these vital relationships and maintain a dynamic, responsive model of instruction and support.

Response to Intervention

Overview

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010)

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that require schools to establish an RtI policy and procedures for students in grades K-4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

Minimum Requirements

The Regents policy framework for RtI:

1. Defines RtI to minimally include:
 - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
 - **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - **Instruction matched to student needs with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student receives an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parent's right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a plan and policies for implementing school-wide approaches and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must select and define the specific structure and components of its Rtl program, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

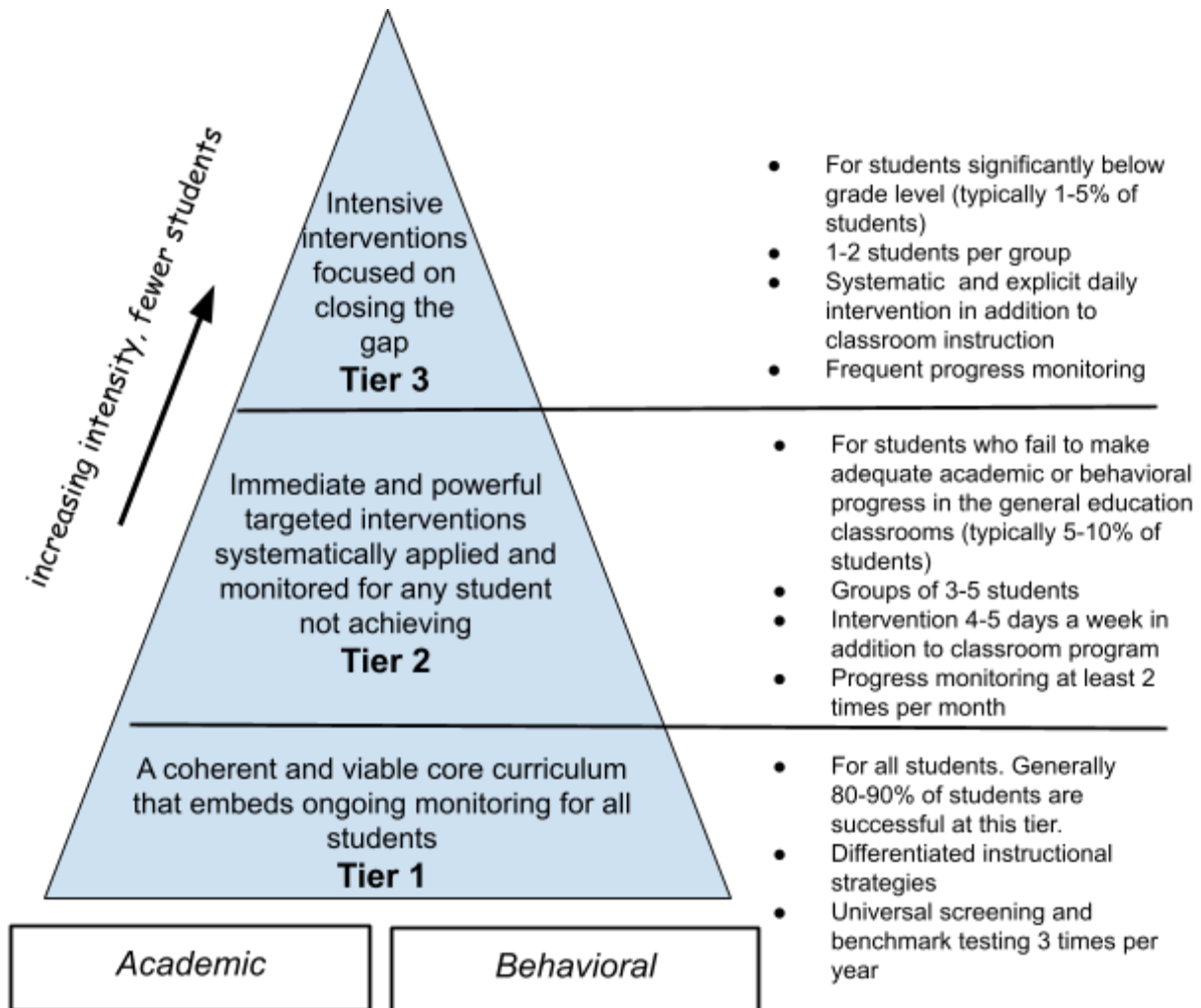
- In addition to the above Rtl requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and ongoing assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the students rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

The Rtl process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

Rtl as a Multi-Tiered Prevention Framework

Rtl serves as a multi-tiered prevention framework/model can be viewed as layers of increasingly intense intervention that respond to student-specific needs. Within LGES, a three-tiered model is used. The graphic presentation below provides a visual illustration of the district's elementary Rtl model. Further information for each tier follows the graphic.



Behavioral/Social-Emotional RTI

Lake George Elementary School values an RTI and multi-tiered approach for the social-emotional well-being of our students. A core team of the Social Worker, Psychologist, Administration, Counselor, and Curriculum Coordinator make up our “SPACC” team. This team meets minimally once every 6 days to ensure that our students' needs are being met through an RTI and Tiered intervention approach. We believe that:

- A positive school culture and climate are critical to the social-emotional well-being of our students.
- A tiered approach to intervention helps us meet the needs of all students.
- Universal Screening is essential to identifying student needs
- Students' responses to intervention provide the basis for modifying interventions and providing additional support.

Our behavioral RTI model includes:

1. Universal screening

LGES utilizes the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) screening tool for all students in grades K-6 three times a year. Additionally, all K-2 students are screened utilizing the Primary Project Teacher-Child Rating Scale (T-CRS) two times a year. The SPACC team reviews all Data.

2. Progress monitoring

The behavioral RTI framework includes progress monitoring to track students. This component also evaluates the success of behavioral interventions. The SPACC team reviews student data on an ongoing basis.

3. Tiered Intervention

The tiered system for behavior at LGES has three levels. Each Tier represents a level of intervention based on a student's needs and progress. (see the chart below for additional information). The foundation for creating a positive school climate and culture at LGES includes our belief in the “golden rule” and modeling and teaching the 7 habits of highly effective people. We are proud to be a Leader in Me Lighthouse School.

4. Data-based decision making

All Tiers of behavioral RTI include data analysis and decision making. Decisions concerning interventions and movement within the various Tiers, are applied by the SPACC team who analyze the data. Attendance records, discipline referrals, health records, etc. are monitored, reviewed, and considered during this process.

Tiers of Support for Social-Emotional & Behavioral Intervention		
Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • CASEL approved Leader in Me approach • 7 habits lessons 	<ul style="list-style-type: none"> • Grade-level Consult 	<ul style="list-style-type: none"> • Individual Counseling • Check in Check Out

<ul style="list-style-type: none"> • Classroom behavior management • Positive Feedback • Counselor classroom lessons • Monthly leadership assembly programs • Access to counselors • Classroom mission statements • School-wide Golden rule expectation • Consultation support for teachers (classroom observations, student check-ins/direct re-teaching of targeted behavior or expectation) • Mindfulness lessons • Parent support & resources referral • TCRS screening (k-2) • SRSS-IE benchmarking K-6 	<ul style="list-style-type: none"> • Class-Wide Function-Related Intervention Teams • Social Skills Group • Check in Check Out • Primary Project Playroom • Behavior interventions • Group & Individual counseling (short-term) • Parent consultation and support (collaboration with outside agencies) • Banana Splits 	<ul style="list-style-type: none"> • IEP/504 Counseling • individual or group counseling • Crisis intervention • FBA/BIP • Intensive parent consultation and support (collaboration with outside agencies, case workers, etc..) • RTI problem solving team
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Academic RTI

Tier 1 Intervention: Literacy

Tier 1 is considered the primary level of intervention at LGES and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. The following graph details the nature of Tier 1 at LGES in terms of core program, interventionist, frequency, duration, and location by grade level.

LGES Tier One Intervention -- Literacy					
Grade	Core Reading Program	Interventionist	Frequency	Duration	Location
K-2	<ul style="list-style-type: none"> • Foundational Skills <ul style="list-style-type: none"> ○ Foundations: phonics, concepts of print, letter recognition/sounds, high frequency words, encoding 	General education teacher	5 days/week	90 minute literacy block Whole group Small group: Guided reading,	General education classroom

	<ul style="list-style-type: none"> ○ Heggerty: Phonemic awareness ● Balanced literacy instruction <ul style="list-style-type: none"> ○ Reading Workshop ○ Small group instruction ○ Read Aloud ○ Shared Reading ○ Interactive Writing ○ Word Study 			strategy groups 1:1 Conferences	
3-6	<ul style="list-style-type: none"> ● Balanced literacy instruction <ul style="list-style-type: none"> ○ Reading Workshop ○ Small group instruction ○ Read Aloud ○ Words Their Way ○ Word Study 	General education teacher	5 days/week	90 minute literacy block Whole group Small group: Guided reading, strategy groups 1:1 Conferences	General education classroom

The Core Instructional Program (Tier 1) at LGES includes:

- Core curriculum aligned to the New York State Standards ;
- Appropriate instruction and research-based instructional interventions that meet the needs of at least 80 percent of all learners. Appropriate instruction in reading includes explicit and systematic instruction in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies;
- Universal screening administered to all students in the general education classroom three times a year;
- Weekly progress monitoring of students initially identified as at-risk for four to six weeks;
- Differentiated instruction based on the abilities and needs of all students in the core program;
- Small group instruction for students reading below level 4 to 5 days a week;
- A daily, uninterrupted 90-minute block of instruction in literacy.

Considerations of Core Program for English Language Learners

Teachers in Lake George Elementary school collaborate with English as a Second Language (ESL) teachers to provide culturally responsive instruction and scaffolded instructional support within core classroom instruction for students whose first language is not English. Research¹ recommends that:

¹ Brown, J.E. and Doolittle, J. (2008). NCCREST. *A cultural, linguistic, and ecological framework for response to intervention with English language learners.*

- Teachers must know the student’s level of language proficiency in their first language (L1) and second language (L2).
- Teachers must provide a curriculum that is culturally relevant: curriculum reflects the backgrounds, culture, and experiences of the students.
- An instructional match must be established between the demands of the curriculum and the student’s current level of proficiency in the language of instruction.
- It is essential to examine the achievement of “true peers”--students with similar language proficiencies, culture, and experiential background. If multiple “true peers” are struggling, instruction for the entire group of students must be examined.
- Consideration is given to the educational background of the English Language Learner (ELL) student.
- Families are encouraged to be engaged in supporting language acquisition.
- Realistic progress goals are set in light of prior language acquisition.

Tier 2 Intervention: Literacy

Within LGES, Tier 2 intervention is typically small group (3-5), supplemental instruction. This supplemental instruction **is provided in addition to, and not in place of** core literacy instruction students receive in Tier 1. Instruction provided at this tier is designed to address the needs or weaknesses of the student relative to the reading process.

Tier 2 literacy intervention is provided by the professional with expertise matched to the needs of the student.

Tier 2 Intervention -- Literacy		
	Kindergarten - 3rd Grade	4th Grade - 6th Grade
Entrance Criteria	<ul style="list-style-type: none"> Determined by the Data Analysis Team through LGES adopted procedure. 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NYS exam and through LGES adopted procedure.
Providers	<ul style="list-style-type: none"> Certified Reading Specialist Other highly qualified staff determined by principal 	
Location (Push In/Pull Out)	<ul style="list-style-type: none"> Classroom Reading Center Any alternate private location to be determined by principal 	
Group Size	3-5 students	
Frequency	30 minutes, 4-5 days, in addition to classroom reading instruction	
Duration	Length of time will vary. If no progress is being made after 10 weeks, the Data Analysis Team will reconvene to determine what program adjustments can be made to ensure more progress.	
Programs/ Strategies	<ul style="list-style-type: none"> Interactive Strategies Approach (ISA) Fountas & Pinnell (F & P) Leveled Literacy LLI Foundations Fun In Focus 	<ul style="list-style-type: none"> Independent Reading Assessment (IRA) Trade books/short texts
Progress Monitoring Tools	<ul style="list-style-type: none"> K Foundational Skills Assessments K-2 High Frequency Words Phonics Assessment F & P Running Record Benchmark Assessment Informal Running Records/LLI Classroom Assessments iReady Diagnostics 	<ul style="list-style-type: none"> F & P Running Record Benchmark Assessment IRA Informal Running Records Classroom Assessments iReady Diagnostics
Exit Criteria	Student is performing at grade level as evident from collected data.	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. Mandated NYS cut-point

Considerations of Tier 2 Intervention/Instruction for English Language Learners

Tier 2 interventions listed above are provided to English Language Learners by the professional with the expertise most matched to the priority needs of the student as determined by progress-monitoring assessment. When language acquisition is the root cause of a student's struggles, mandated ESL services already being delivered may be considered the most appropriate intervention. If a student is not progressing as expected in ESL services when compared to their true peers, the RtI Problem-Solving Team must engage in additional considerations including the ESL provider in examinations of interventions such as:

- Continued/revised ESL collaboration with the classroom teacher regarding curriculum supports
- Ensuring that ESL services have been uninterrupted and given sufficient time to yield results as measured by designated screening tests.
- Small group, "double dose," targeted skill instruction provided by the classroom teacher or by a specialist (ESL, speech and language, reading or special education teacher)
- Progress-monitoring in light of language acquisition in both native language and second language.

Tier 3 Intervention: Literacy

Tier 3 intervention is designed for those students who have demonstrated insufficient progress in Tier 2. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting anywhere from 30 to 60 minutes at a minimum of four days per week. The following matrix provides details on the nature of Tier 3 at Lake George Elementary School in terms of program options, interventionist, frequency, duration, location and group size.

Tier 3 Intervention -- Literacy		
	Kindergarten - 3rd Grade	4th Grade - 6th Grade
Entrance Criteria	Determined by Data Analysis Team <ul style="list-style-type: none"> • Scores significantly below benchmark levels • Not making adequate progress in Tier 2 	Determined by Data Analysis Team <ul style="list-style-type: none"> • Score significantly less than proficient as determined by SED on NYS exam • Scores significantly below assessment benchmark levels • Not making adequate progress in Tier 2
Providers	<ul style="list-style-type: none"> • Certified Reading Specialist • Other highly qualified staff determined by principal 	
Location (Pull Out)	Any alternate location to be determined by principal	
Group Size	Routinely 1-2 students	
Frequency	Routinely 30 minutes, 4-5 days, in addition to classroom reading instruction	
Duration	Length of time will vary. If no progress is being made after 10 weeks, the Data Analysis Team will determine what program adjustments can be made to ensure more progress.	
Programs/ Strategies	<ul style="list-style-type: none"> • ISA • LLI • Wilson 	<ul style="list-style-type: none"> • IRI • Trade books/short texts • Wilson
Progress Monitoring	<ul style="list-style-type: none"> • K-2 High Frequency Words • Phonics Assessment • F & P Running Record Benchmark Assessment • Informal Running Records/LLI • iReady Diagnostics 	<ul style="list-style-type: none"> • IRI • F & P Running Record Benchmark Assessment • iReady Diagnostics
Exit Criteria	Student has made adequate progress to return to Tier 2 intervention Based on collected data benchmarks	

Considerations of Tier 3 Intervention/Instruction for English Language Learners

Tier 3 interventions listed above are provided to English Language Learners (ELL) as needed by the student, determined by progress-monitoring assessment. Intervention is provided by ESL teachers and additional providers. Tier 3 considerations include:

- Continued/revised ESL collaboration with the classroom teacher regarding curriculum supports.

- Additional opportunity to practice speaking, listening, reading, and writing of specific skills and targeted vocabulary specific to the ELL’s needs.
- Providing the opportunity to finish classroom work with the ESL teacher, where the focus is ELA or content area.
- Change in frequency/intensity of Tier 2 interventions.
- Additional interventions.

Assessment Within an Rtl Framework

In an Rtl framework, a variety of assessments are used to support decisions about a student’s at-risk status, nature of instruction needed, and the student’s response to instruction.

Assessment types include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at a different point in the Rtl process for a different purpose.

Universal Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The following table provides descriptive information regarding the universal screening procedures used at LGES to assess literacy proficiency.

LGES Literacy Screening Assessments			
Grades	Assessment(s)	Frequency	Screening Administrator(s)
K-6	iReady Diagnostics	3 times/year	Classroom teacher, teaching assistant
K-6	F & P Running Record Benchmark Assessment	3 times/year	Classroom teacher, reading teacher
K-6	Words Their Way Spelling Inventory	3 times/year	Classroom teacher
Pre-K-K	DIAL-4 Screening Tests	1 time/ Kindergarten Roundup	Classroom teacher/ specialists
K	Concepts of Print	3 times/year	Classroom teacher
K	Letter Identification	3 times/year	Classroom teacher
K	Letter sounds	3 times/year	Classroom teacher
PK	Battelle Diagnostic	2 times/year	Classroom teacher

PK-2	Heggerty Benchmark	3 time/year	Classroom teacher
K-2	Foundations	Unit Tests	Classroom Teacher
K-2	High Frequency Words	3 times/year	Classroom teacher
3-6	Reading Performance Assessments	Pre & post for each reading unit (minimum 4)	Classroom teacher
K-6	Writing On-Demand Performance ASsessments	3 times/year (pre & post)	Classroom teacher

Considerations for Screening or Benchmark Assessments for English Language Learners

Additional assessment may be needed to determine the risk-status of students whose native language is not English. For example, special consideration must be given to students’ performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with weak native language literacy skills. Collecting language proficiency data in addition to using the reading screening measures may help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

Working with New York State’s Regional Bilingual Education Resource Network (RBE-RN), Lake George Elementary School has determined that the screening tools described above for all students are appropriate assessments to determine an ELL student’s present acquisition of the English language, and to plan appropriate instruction. If additional assessment is needed in an individual case, RBE-NE will assist in accessing such and assessment.

Progress Monitoring

Progress monitoring is a practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to intervention. Data obtained from progress monitoring can (1) determine a student’s rate of progress (2) provide information on the effectiveness of the intervention and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Lake George Elementary School uses the following assessments as the primary progress-monitoring tools to examine a student’s rate of progress and level of performance over time. Additional instructional assessments are used to give a more complete picture of the student’s progress and to inform instructional decisions about what the student needs next. The following table provides information regarding progress monitoring procedures within Tiers 1, 2 and 3 at Lake George Elementary School.

LGES Progress-Monitoring (Reading)			
	Tier 1	Tier 2	Tier 3
Assessments	<ul style="list-style-type: none"> • F & P Running Record Benchmarking • Foundational Skills Assessments • Heggerty Benchmarking • High Frequency Words • Informal Running Records • Classroom Assessments • iReady Diagnostics 	<ul style="list-style-type: none"> • Foundational Skills Assessments • High Frequency Words • Heggerty Progress Monitoring Assessments • F & P Phonics Assessment • Literacy First Phonics Assessment • F & P Running Record Benchmarking • Independent Reading Assessment • Informal Running Records/LLI • Classroom Assessments • iReady Diagnostics 	<ul style="list-style-type: none"> • High Frequency Words • F & P Phonics Assessment • Heggerty Progress Monitoring Assessments • Literacy First Phonics Assessment • F & P Running Record Benchmarking • Independent Reading Assessment • Informal Running Records/LLI • iReady Diagnostics
Frequency of Administration	Ongoing	Biweekly	Weekly
Administrator(s)	Classroom Teacher	Interventionist	Interventionist
Location	Classroom	Interventionist to determine	Interventionist to determine

Considerations for Progress Monitoring for English Language Learners

Working with New York State’s Regional Bilingual Education Resource Network (RBE-RN), Lake George Elementary School has confirmed that the progress-monitoring tools described above for all students are appropriate assessments to monitor ELL students’ progress, and to plan appropriate instruction. If an ELL student is not progressing as expected and the RtI Problem-Solving Team determines that an assessment in the student’s native language is needed to compare language acquisition in L1 and L2, RBE-RN will assist in accessing such an assessment.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach.” They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress.

Data-Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at risk, LGES uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

LGES -- Determining Who's At Risk	
Primary Data Sources:	iReady Diagnostics F & P Running Record Benchmark Assessment
Secondary Data Sources:	Kindergarten DIAL-4 Screening Tests K-2 Foundation Skills Assessments (Heggerty and Foundations) Words Their Way Spelling Inventory Reading Performance Assessments Writing On-Demands Classroom informal assessments Progress reports Teacher/parent/student rating scales Classroom work samples Attendance, disciplinary and behavioral data New York State ELA Tests
Purposes:	<ul style="list-style-type: none"> ● Identify students who are struggling/at risk ● Identify the level of intervention a student requires ● Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved	Classroom teacher Principal/ Data Analysis Team Grade-level team
Frequency:	Benchmarking occurs 3 times a year. Data-analysis meetings are held immediately after benchmark assessments are administered.
Decision Options and Criteria:	For students below grade-level benchmark, and/or students who are reviewed by the RtI Problem-Solving Team, interventions are planned

Determining Student Response to Intervention

Another key decision made by the Data Analysis Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. Lake George Elementary

School makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Data Analysis Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

LGES -- Determining Student Response to Intervention			
Primary Data Sources:	<ul style="list-style-type: none"> ● iReady Diagnostics ● F & P Running Record Benchmark Assessment 		
Secondary Data Sources:	<ul style="list-style-type: none"> ● K-2 Foundation Skills Assessments (Heggerty and Foundations) ● Words Their Way Spelling Inventory ● Reading Performance Assessments ● Writing On-Demands ● Classroom informal assessments ● Progress reports ● Teacher/parent/student rating scales ● Classroom work samples ● Attendance, disciplinary and behavioral data ● New York State ELA Tests 		
Purposes:	<ul style="list-style-type: none"> ● Determine student's response to the intervention ● Determine if the student is making progress towards grade level benchmarks ● Determine the need for a lesser or more intensive intervention 		
Who's Involved:	Classroom teacher Principal/ Data Analysis Team Grade-level team RTI Problem-Solving Team		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	4-6 weeks	10 weeks	10 weeks
Decision Options and Criteria:	<p>Positive response:</p> <ul style="list-style-type: none"> ● Continue or end ● Monitor progress <p>Inadequate response:</p> <ul style="list-style-type: none"> ● Change intervention [and/or] ● Move to Tier 2 	<p>Positive response:</p> <ul style="list-style-type: none"> ● Continue or move to Tier 1² ● Monitor progress <p>Inadequate response:</p> <ul style="list-style-type: none"> ● Change intervention ● Consider more diagnostic assessment ● Move to Tier 3 	<p>Positive response:</p> <ul style="list-style-type: none"> ● Continue or move to Tier 2 ● Monitor progress <p>Inadequate response:</p> <ul style="list-style-type: none"> ● Change intervention ● Consider comprehensive educational evaluation for special education services

² Students released from Tier 2 intervention are still considered at risk and are progress monitored by the classroom teacher in the Tier 1 core program for 10 weeks.

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and the intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the Committee on Special Education must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

At LGES, during Tier 3 intervention, prior to requesting a psycho-educational assessment, the RtI Problem Solving Team will engage in the following examinations to determine the appropriate course of action on behalf of the student:

- Examine the sufficiency of interventions
- Analyze multiple data points
- Consider the degree of discrepancy and rate of progress
- Observe the student in the classroom
- Consider achievement testing.

Professional Development

Effective implementation of a data-based decision making process like RtI requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process.

Instructional and Supervisory Staff

An effective RtI model requires knowledge and skill in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' trajectories of learning (the speed with which they acquire new skills) to determine the need for intervention. It also requires designing, implementing, and evaluating interventions in support of students whose trajectories of learning will not result in grade level achievement.

Members of Instructional Decision-making Teams

Individuals who will be participating in instructional decision-making teams should have a broad understanding of interventions and become highly skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

Family Members

Parents and family members are an essential part of an effective RtI model. Lake George Elementary School will ensure that opportunities are available to provide parents with an overview of the RtI process and its benefits, including an introduction of the model (e.g., the levels of intervention and what they comprise in terms of increasingly intensive interventions), the process by which decisions about intervention(s) will be made, the process for communication with families about student progress, their rights to refer their children to the

Committee on Special Education (CSE) at any point, and how data from an RtI process can be used as part of the process to determine if the student has a learning disability.

Parent Notification

At LGES, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. When an intervention plan is developed for a student, parents are informed via letter of the details of the intervention plan that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Academic Intervention Services

Overview

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general curriculum, and are designed to assist students in meeting proficiency with the New York State Next Generation Learning Standards. AIS are intended to assist students who have not met or who are at risk of not meeting the designated performance levels on State assessments in English Language Arts (grades 3-12). There are two components of AIS:

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

AIS are available to students with disabilities on the same basis as non-disabled students. The services for students with disabilities shall be provided consistent with the student's Individualized Education Plan (IEP).

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicate that services may vary in intensity depending on the student's needs, but must be designed to respond to student needs as indicated through State Assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Eligibility for AIS

Students eligible for AIS, including those with disabilities and/or limited English proficiency (LEP), include:

- Students who are in K-3 who are determined through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to either lack reading readiness based on an appraisal of the student, or are determined to be at risk of achieving the State designated performance level in ELA and/or math.
- Students who are in 4-8 identified to receive AIS through a two-step process.
 - First, all students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 ELA or mathematics state assessment shall be considered for AIS.
 - Second, upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS.
 - Finally, after the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

- Students who are determined to be at risk of not achieving State learning standards in social studies.
- Students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a NYS grade 5 science test.
- Students who are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in ELA, mathematics, social studies, and/or science, through English or the student's native language.

Multiple measures will always be used for determining eligibility for AIS. At LGES these measures may include:

Classroom-Based Diagnostic Measures:

- Foundational Skills Assessments
- Fountas and Pinnell Benchmark Assessment
- Words Their Way Spelling Inventory
- Writing On-Demands
- Reading Performance Assessments
- Student work samples
- Student writing samples
- Eureka Math2 New York Assessments
- Foundations Assessments (K-2)
- Heggerty Assessments (PK-2)
- Other skill-based assessments

Standardized Tests:

- iReady Diagnostics
- New York State Assessments

Recommendations from:

- Teachers, administrators, other school staff, and parents

Review of:

- Classroom performance (participation, class work, homework)
- Universal screener and diagnostic scores
- Progress reports
- New York State Assessments
- Student records

Description of Services

AIS services (which support core instruction), will be provided by a NYS certified teacher during the regular school day. Students qualifying for AIS will exhibit varying levels of performance which requires a corresponding match in service allocation. Each student will receive services based on their performance on the assessments and individual assessment results. AIS services can vary in intensity: low, moderate, or high. Every year, LGES will analyze its population of students eligible for AIS and select scheduling and intensity of service options that

best meet the needs of its individual students. These options may include either push-in or pull out services:

Duration:

- Number of times per week (1-5 sessions weekly)
- Amount of time per session (15-30 minutes)

Group Size:

- Small group (2-6 students)
- One-to-one

Progress Monitoring

Progress monitoring of a student's performance is an appropriate AIS option for students who:

- Score below the state designated performance level on State assessments (especially in the upper range of level 2), but show relatively little risk of not meeting State learning standards.
- Are determined at grades K-3 through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student (and are not receiving RtI Tier 2 or 3 interventions).
- Are removed from the AIS program in ELA and math due to meeting the exit criteria.
- Received a level 1 or 2 on the NYS science exam in fourth grade or are at risk of not meeting district or state standards in science in fourth grade and beyond.

Criteria for Ending Services

Students may display significant progress while receiving AIS and therefore be eligible to discontinue intervention services. These students may either have the intensity of their AIS services reduced or terminated completely. Any potential changes in AIS services will be communicated with parents either through the principal, school counselor, AIS teacher, or classroom teacher to discuss the student's schedule. AIS services may be terminated if one of the following criteria have been met.

- Score on an appropriate standardized test determine that the student is meeting state standards
- Progress monitoring shows student has met established district benchmarks and would not be in jeopardy of scoring below proficiency on the next NYS assessment in that subject area

Record Keeping

Student Records: The AIS teacher for each eligible student will maintain individual records.

Each record folder will include:

- Assessment results which may include pre and post assessments
- Student Trimester/Progress Report
- Intervention Attendance Log

- Parent notification letters
- Samples of student work

The AIS teacher(s) record this information electronically when appropriate and keep it updated throughout the year.

Program Activities

A wide variety of program activities are conducted in order to meet the goals and objectives of the AIS program, and the requirements of the State Education Department. AIS teacher(s) play an integral role in the entire process and may provide any of the following:

AIS Services to Students:

- Administer diagnostic tests
- Set target goals for student growth throughout the year
- Utilize data to help make instructional decisions about individual student needs
- Provide individual and small group intervention instruction (before, during and after school)
 - Tier 2: additional small group instruction using a push-in or pull-out model
 - Tier 3: intensive small group, and 1-to-1 instruction with increased frequency
- Determine instructional objectives, instructional strategies, and instructional materials
- Evaluate students' progress
- Provide additional assistance to promote classroom performance through congruence with the classroom teachers
- Hold teacher/student conferences, as needed

AIS Services to Parents:

- Write parent notification letters for entrance into the AIS program and exit from the program
- Write progress monitoring letters and reports to parents to include in progress reports.
- Conference with parents and teachers, as needed
- Provide information at "Let's Get Acquainted" night and at "Open House" to orient parents and explain program
- Provide periodic communication to parents regarding student progress via interim progress reports, phone calls, email, or letter home, as needed
- Provide suggestions to parents on how to work with students at home (via informational brochures as well as in progress monitoring letters)

AIS Service to Administration:

- Develop a strong understanding of the K-6 New York State Learning Standards and the New York Testing Program
- Maintain an accurate roster of students receiving AIS and notify principal of any changes in a timely manner
- Maintain individual students' intervention records
- Serve as a member of the LGES Data Analysis Team
- Serve as a resource person to the LGES RtI Problem-Solving Team

- Develop a strong understanding of curriculum programs and assessments related to area of intervention speciality
- Administer and interpret specific diagnostic test data for individual students, and assist with standardized testing
- Understand New York State test data and analyze the testing results for Lake George Elementary School
- Share and discuss student data
- Utilizing data, identify those students requiring AIS and/or additional math support
- Write reports regarding student evaluation as requested
- Catalog and maintain intervention materials
- Attend meetings of the principal and curriculum coordinator to:
 - Review student progress
 - Share concerns
 - Determine professional development needs
 - Plan programmatic efforts
 - Discuss program procedures and revisions
- Maintain record of contacts with parents
- Progress monitor student progress, as per district guidelines
- Participate in the annual update of the school's AIS Plan

AIS Services to Classroom Teachers:

- Interpret intervention program to classroom teachers
- Plan cooperatively with classroom teachers at least once a month and coordinate the instructional program in order to:
 - Enable students to exercise success in the classroom core program
 - Supplement instruction in the classroom core program
 - Achieve common understandings regarding the student
 - Establish congruent instructional strategies
 - Evaluate student progress
- Share, interpret and discuss data
- Regularly use classroom formative assessments to inform instruction
- Assist teachers during parent conference as needed
- Interpret testing data
- Discuss progress monitored students on a monthly basis

Parent Communication/Involvement

Parents and guardians will be notified in writing by the school principal that their child will be receiving AIS. Included in the notification will be the reason for providing such services and the frequency and intensity of those services. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving state standards will be explained.

Parents will be invited to attend one or more conferences each year to discuss their child's academic progress with the classroom and AIS teacher. Parents may request additional conferences.

Parents will receive trimester reports of their child's progress.

Parents will be invited to attend "Let's Get Acquainted Night" and "Open House" at which the AIS teacher(s) will be available to discuss the intervention program.

Parents will be provided with information on ways they can become involved in working with their child, monitoring their child's progress, and working with teachers and other educators to improve their child's achievement.

Parent Notification Procedures

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

- Parent Notification Letters are mailed by the principal prior to the start of services and throughout the year regarding all students required to receive AIS and AIS progress monitoring services. These include all students who scored below the acceptable statewide standards in ELA, Mathematics, Science and Social Studies tests, or those students who are at risk of not meeting state standards and/or failing a core subject area (see eligibility for AIS section).
- Program Termination Letters are mailed by the principal whenever students have made substantial progress to exit from AIS programming and are required to be progress monitored for ten weeks.
- Progress Monitoring Letters are mailed throughout the school year by the principal when it is determined that a student's AIS services can be terminated due to meeting grade level standards, but that student needs more support in a certain subject area and should be closely monitored by staff to ensure success.

Response to Intervention in Lieu of Academic Intervention Services

- Current regulations allow a school district to provide a Response to Intervention (Rtl) program in lieu of AIS to eligible students, provided that:
 - the Rtl program meets State requirements;
 - Is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS; and
 - All students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the Rtl program.

AIS & Rtl Customized Services Based on Student Need				
	Identification	Instruction matched to student need	Progress Monitoring	Exit Criteria
Rtl: A general education initiative to address the needs of struggling learners early in their educational experience	Multiple measures used beginning with universal assessment of all students then diagnostic assessment of identified students	Tier 1: Core instruction in general classrooms Tier 2: Core plus supplemental intervention Tier 3: Core plus intensive intervention	Strategic monitoring 1 x monthly OR progress monitoring biweekly/ weekly	Student meets individual learning goals using multiple measures, he/she will no longer receive Rtl
AIS: A NYS mandate for students who have not met or are at risk of not meeting the designated performance levels on NYS assessments	Multiple measures used including NYS assessments of all students	Extra class time or extended courses, lower student/ teacher ratio, small group instruction.	Progress monitoring with research-based assessments and written reports for fall, winter and spring progress reports	Student demonstrates proficiency using multiple measures, he/she will no longer receive AIS

Appendix

Appendix A: Tier 1 Intervention Menu (Math)

LGES Tier One Math Intervention					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K-2	<ul style="list-style-type: none"> Eureka Math 2 New York Reflex Math iReady 	General education teacher	5 days/week	Whole group Small group: 1:1 Conferences	General education classroom
3-6	<ul style="list-style-type: none"> Eureka Math 2 New York Reflex Math iReady 	General education teacher	5 days/week	Whole group Small group: 1:1 Conferences	General education classroom

Appendix B: Tier 2 Intervention Menu (Math)

Tier 2 Math Intervention		
	Kindergarten - 3rd Grade	4th Grade - 6th Grade
Entrance Criteria	<ul style="list-style-type: none"> ● Determined by Data Analysis Team through LGES adopted procedure. <ul style="list-style-type: none"> ○ Eureka Math Scores ○ iReady Diagnostics 	<ul style="list-style-type: none"> ● Score less than proficient as determined by SED on NYS exam and through LGES adopted procedure. <ul style="list-style-type: none"> ○ Eureka Math Scores ○ iReady Diagnostics
Providers	<ul style="list-style-type: none"> ● Classroom teachers ● AIS teachers ● ESL teachers ● Special Education teachers ● Other highly qualified staff determined by principal 	
Location (Push In/Pull Out)	<ul style="list-style-type: none"> ● Classroom ● Any alternate location to be determined by principal 	
Group Size	Routinely 3-6 students	
Frequency	Routinely 15-30 minutes, 3-4 days, in addition to classroom math instruction	
Duration	Length of time will vary. If no progress is being made after 10 weeks, the Data Analysis Team will determine what program adjustments can be made to ensure more progress.	
Programs/ Strategies	<ul style="list-style-type: none"> ● Eureka Math 2 New York ● Fluency probes ● iReady 	<ul style="list-style-type: none"> ● Eureka Math 2 New York ● Fluency probes ● iReady
Progress Monitoring	<ul style="list-style-type: none"> ● Eureka Math 2 New York ● Fluency Assessments ● iReady Diagnostics 	
Exit Criteria	Student is performing at grade level as evident from collected data benchmarks.	<ul style="list-style-type: none"> ● Student is performing at grade level as evident from collected data benchmarks.. ● Mandated NYS cut-point

Appendix C: Tier 3 Intervention Menu (Math)

Tier 3 Math Intervention		
	Kindergarten - 3rd Grade	4th Grade - 6th Grade
Entrance Criteria	Determined by Data Analysis Team through LGES adopted procedure <ul style="list-style-type: none"> • Scores significantly below benchmark levels • Not making adequate progress in Tier 2 	Determined by Data Analysis Team through LGES adopted procedure <ul style="list-style-type: none"> • Score significantly less than proficient as determined by SED on NYS exam • Scores significantly below assessment benchmark levels • Not making adequate progress in Tier 2
Providers	<ul style="list-style-type: none"> • Classroom teachers • AIS teachers • ESL teachers • Special Education teachers • Other highly qualified staff determined by principal 	
Location (Push In/Pull Out)	<ul style="list-style-type: none"> • Classroom • Any alternate location to be determined by principal 	
Group Size	Routinely 1-2 students	
Frequency	Routinely 30 minutes, 4-5 days, in addition to classroom math instruction	
Duration	Length of time will vary. If no progress is being made after 10 weeks, the Data Analysis Team will determine what program adjustments can be made to ensure more progress.	
Programs/ Strategies	Eureka Math 2 New York Fluency probes iReady	<ul style="list-style-type: none"> • Eureka Math 2 New York • Fluency probes • iReady
Progress Monitoring	<ul style="list-style-type: none"> • Eureka Math 2 New York • Fluency Assessments • iReady Diagnostics 	
Exit Criteria	Student is performing at grade level as evident from collected data benchmarks.	<ul style="list-style-type: none"> • Student is performing at grade level as evident from collected data benchmarks.. • Mandated NYS cut-point

Appendix E: Diagnostic Assessment Matrix (Reading)

Reading Benchmark Cutpoints				
Grade Level	Assessment	Tier 1	Tier 2	Tier 3
K I N D E R G A R T E N	Fountas & Pinnell Running Record Benchmark	F: B (Nov) W: C S: D/E	F: A (Nov) W: A/B S: C	F: W: S: Below C
	Concepts of Print	F: 5 W: 10-12 S: 13	F: 2-4 W: 9 S: 8 or below	F: 1 W: 8 or below S: 11 or below
	Letter ID	F: 12 W: 30-41 S: 54	F: 7-11 W: 9-14 S: 40-53	F: 6 or below W: 17 or below S: 39 or below
	Letter Sounds	F: 3 W: 15-19 S: 26	F: 2 W: 9-14 S: 15-25	F: 1 W: 8 or below S: 14 or below
	High Frequency Words	F: 2-3 W: 12-17 S: 25-34	F: 1 W: 6-11 S: 17-24	F: 0 W: 5 or below S: 16 or below
G R A D E 1	Fountas & Pinnell Running Record Benchmark	F: D/E W: G/H S: J/K	F: C W: E/F S: I	F: Below C W: Below E S: Below I
	High Frequency Words	F: 25-34 W: 50-89 S: 125-139	F: 17-24 W: 35-49 S: 90-124	F: 16 or below W: 34 or below S: 89 or below
G R A D E 2	Fountas & Pinnell Running Record Benchmark	F: J/K W: K/L S: M/N	F: I W: J S: L	F: below I W: below J S: below L
	High Frequency Words	F: 125-139 W: 140-164 S: 175-199	F: 90-124 W: 120-139 S: 155-174	F: 89 or below W: 119 or below S: 154 or below
GRADE 3	Fountas & Pinnell Running Record Benchmark	F: M/N W: N/O S: P/Q	F: L W: M S: O	F: below L W: below M S: below O
GRADE 4	Fountas & Pinnell Running Record Benchmark	F: P/Q W: Q/R S: S/T	F: O W: P S: R	F: below O W: below P S: below R
GRADE 5	Fountas & Pinnell Running Record Benchmark	F: S/T W: T/U S: V/W	F: R W: S S: U	F: below R W: below S S: below U
GRADE 6	Fountas & Pinnell Running Record Benchmark	F: V/W W: W/X S: Y	F: U W: V S: X	F: below U W: below V S: below X

Appendix F: Diagnostic Assessment Matrix (Math)

Math Benchmark Cutpoints				
Grade Level	Assessment	Tier 1	Tier 2	Tier 3
Grades K-6	Eureka Math 2 assessments	81% or above	Below 81 %	Below 65%

*Appendix H: (The 2024 Data has not been released yet)

**2023 Grades 3-8 English Language Arts and Mathematics Tests
Median Scale Score between Level 2 and Level 3**

Grade	English Language Arts	Mathematics
3	441	437
4	440	440
5	441	441
6	440	440
7	441	440
8	440	443