



# Response to Intervention Plan

(includes Academic Intervention Services)  
2014-2015

Long Lake Central School

BOE Adopted: August 14, 2014



## **LONG LAKE CENTRAL SCHOOL** **RESPONSE TO INTERVENTION PLAN**

### **Mission**

Long Lake Central School with the support of families and communities will provide a safe and challenging environment which will enable students to achieve academic success and realize their full potential as creative and responsible citizens in the Adirondacks and the wider world.

### **Student Achievement**

Student achievement at Long Lake is broadly defined to insure to provide numerous academic and extracurricular opportunities for LLCS students to succeed, and therefore develop a broader sense of self. Encompassed in any working definition of achievement is the belief that students need to develop a strong work ethic, which motivates them to do their best on any task and in any situation; a strong sense of self-confidence that allows them to feel capable, successful, and that they are a contributing member of society; a strong ability to think critically, which allows them to apply the knowledge and skills that they have developed; and a strong sense of character, which allows them to be good people and good citizens. Therefore, student achievement is the measurement of each individual's ability to meet the beliefs stated above. This is a formative evaluation that is ongoing from Kindergarten through Grade 12, which includes test scores, teacher observation, project completion, student participation, and community involvement. While recent state mandates in standards and testing take away from the notion of the student as an individual, Long Lake Central School emphasizes the individual and the specific needs of each and every student. Test scores must not alone define student achievement if the district's mission is to prepare students for the life that they will face upon leaving LLCS. Instead, strong test scores are a by-product of what is a strong overall educational experience for LLCS students.

### **Response to Intervention (RTI)**

Response to Intervention is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual. The main goal of RTI is to provide strategies and targeted instruction which aim to close achievement gaps for all students, including students at risk and students with disabilities, and prevent smaller learning problems from becoming insurmountable gaps. RTI is a multi-tiered early prevention and intervention system designed to improve outcomes for all students.

The RTI plan targets ELA and Math with other academic and behavioral areas considered. ELA means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), reading comprehension strategies, writing and writing skills. Mathematics includes instruction in problem solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

Additional information on RTI can be found on the New York State Education Department website [www.nysed.gov](http://www.nysed.gov).

## **Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) is part of the RTI model. AIS is a slightly more intense service where students can receive instruction in a specific content area that is specific to their ability. This can either be provided by a classroom teacher, content area teacher, or a related service provider, depending on the student's needs. New York State requires students to receive AIS services if they fail any state test. This includes students in grades 3-8 scoring below a performance level 3. It also includes high school students who do not pass a Regents exam. If students are required to receive AIS, a letter and a RTI plan will be sent home. If students are placed in AIS due to poor performance on a state test, they will have the opportunity to "test out" of AIS.

## **Staff Training**

The LLCS BOE Policy # 7212-Response to Intervention Process- will be available in the main office and on the school website ([www.longlakecsd.org](http://www.longlakecsd.org)) for the faculty to review. The procedures for the Response to Intervention Plan will be in the Employee Handbook and on the school website. A RTI Coordinator will provide annual information/ training for the LLCS faculty. The faculty will utilize the Response to Intervention Referral Process to initiate a Child Study Team meeting and to determine the tier level interventions for students.

## **Appropriate Instruction/Services**

LLCS takes pride in providing appropriate instruction delivered to all general education students by qualified personnel.

The following is a listing of service options available for K-12 students in need of supplemental support.

- Classroom instructional support
- Inclusive classrooms
- Team teaching
- Summer programming
- Counseling
- Speech/language services
- Occupational services
- Peer tutoring
- Online remediation
- Secondary student tutoring
- Re-teaching
- Homework study groups
- Before, during, or after school assistance, instruction or enrichment
- Review classes
- Library resources
- Academic Intervention Services
- Tutoring

## **Communication/Record Keeping**

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom. Notification shall include the amount and nature of student performance data that will be collected and the general education services that will be provided as part of the RTI process, strategies for increasing the student's rate of learning and the parent's right to request an evaluation for special education programs and/or services. Additional parent communication may include phone calls, emails, parent conferences, 5 week reports, quarterly report cards, and/or a communication log. Parents and teachers are encouraged to communicate frequently about the progress of their child/student.

Teachers will **set specific measurable goals** based on baseline data for each student assigned to each Tier. Teachers will document individual student instruction and provide data/evidence of student achievement over time. Teachers will also provide individual student progress reports to parents a minimum of every five weeks. See required forms for documenting goals, student instruction, assessment, and progress reports.

## **Procedures for Identification/Eligibility/Screening**

Closing achievement gaps for all students, including students at risk and students with disabilities, and prevent smaller learning problems from becoming insurmountable gaps is the goal for RTI. In addition to the evaluations listed below, recommendations provided by teachers, other professional staff, administrators, and standing committees will be given equal consideration in determining qualification of students for RTI. Evaluations may also include homework, class work, class participation, behavior, attendance, health concerns, social adjustments, and parent conferences.

The following is a listing of possible assessments to be used in the RTI referral process.

### Grades K-2

- DIAL (Developmental Indicators for Assessment of Learning)
- IOWA Standardized Achievement Tests
- Baseline Reading Assessment
- DIBELS (Dynamic Indicator of Basic Literacy Skills)
- DRA (Developmental Reading Assessment)
- Weekly assessments in Scott Foresman Reading Series
- Unit Tests in Scott Foresman Reading Program
- Reading Exit Test
- Topic/Unit tests in enVision Math Program
- Math Exit Test
- Math benchmarks
- Weekly assessments, projects, unit exams, quarterly report cards, final exams
- AIMS Web
- Systematic observation of targeted behaviors

### Grades 3-6

- IOWA Standardized Achievement Tests
- Baseline Reading Assessment
- DIBELS (Dynamic Indicator of Basic Literacy all 3<sup>rd</sup> graders and 4-6 as recommended)
- DRA (Developmental Reading Assessment)
- Weekly assessments in Scott Foresman Reading Series
- Unit Tests in Scott Foresman Reading Program
- Reading Exit Test
- Topic/Unit tests in enVision Math Program
- Math Exit Test
- Math benchmarks
- New York State English Language Arts Exam
- New York State Math Exam
- New York State Science Exam (4<sup>th</sup> grade only)
- Weekly assessments, projects, labs, unit exams, quarterly report cards, final exams
- AIMS Web
- Systematic observation of targeted behaviors

### Grades 7-8

- IOWA Standardized Achievement Tests
- New York State English Language Arts Exam
- New York State Math Exam
- New York State Science Exam(8<sup>th</sup> grade only)
- Weekly assessments, projects, labs, unit exams, quarterly report cards, midterm exams, final exams, research papers
- AIMS Web
- Systematic observation of targeted behaviors

### Grades 9-12

- ASVAB
- IOWA Standardized Achievement Tests (9-12)
- New York Sate Regents Exams
- Weekly assessments, unit exams, quarterly report cards, midterm exams, final exams, projects, labs, research papers
- Functional Behavior Assessment
- Systematic observation of targeted behaviors

## **Assessments**

Students eligible for RTI services will include:

- Students who score below the designated performance levels on elementary, intermediate, and high school level state assessments in English Language Arts, Mathematics, Science and Social Studies.
- Those at risk of not meeting state standards as indicated through district assessments.
- Students who receive low or unsatisfactory on individual performance measures for their grade level.

## **School-wide decision rule**

If less than 80% of all students are meeting benchmarks, review of core curriculum may be needed (Tier I). Students below the 20<sup>th</sup> percentile in academic skills are placed in small group instruction (Tier II). More intense instruction begins when a student fails to progress after Tier II interventions and/or scores below the 10<sup>th</sup> percentile on a district assessment (Tier III).

While the data collected through the RTI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student that has not responded to the RTI process may be referred to CSE and receive a comprehensive multidisciplinary evaluation.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction. The data from RTI can help to document the reason for a student's poor performance or underachievement. Along with other individual evaluation information, RTI data can yield important descriptive information about how children learn and why they may be having difficulties.

## Tiered Service Delivery Plan

Long Lake Central School will utilize the Response to Intervention Referral Process to initiate a Child Study Team meeting to assess a student's placement in the tiered system.

Teachers will **set specific measurable goals** based on baseline data for each student assigned to each Tier. Teachers will document individual student instruction and provide data/evidence of student achievement over time. Teachers will also provide individual student progress reports to parents a minimum of every five weeks. See required forms for documenting goals, student instruction, assessment, and progress reports.

<b>RTI Elements</b>	<b>Tier I-Core Curriculum/Instruction</b>	<b>Tier II-Supplemental Instruction (AIS)</b>	<b>Tier III-Increased Levels of Supplemental Instruction</b>	<b>IEP/504 ***</b>
<b>Size of Instructional Group</b>	Whole class	Small group (normally in general ed. classroom)	Individualized or small group (normally pulled out to alternate setting)	
<b>Frequency of intervention</b>	Per school schedule	Two or more times a week in 20-40 minute sessions	More frequent than Tier II (ELA must be a minimum of 120 minutes per week)	
<b>Frequency of progress monitoring</b>	Documentation of achievement measures minimum of two times a year	Varies, but no less than once a month	Varies, but no less than once every two weeks	
<b>Duration of intervention</b>	School year (as needed)	10-30 weeks	10-20 weeks	

\*\*\*If Tier III services are unable to meet the needs of the student, a request for referral will be made to the Committee of Special Education. All documentation from the RTI Tiers will be utilized in the CSE referral process.

Note: RTI services are for instruction. It is not intended solely for homework completion.

### **Tier I:** Core Curriculum and Instruction

Classroom Based Interventions by classroom teacher

(Meant to be proactive and preventative in nature for all students.)

- Differentiated instruction
- Small group instruction
- Flexible grouping
- Cooperative learning opportunities
- Computer software programs
- Homogeneous instruction
- Individualized accommodations/modifications
- Offering choices, incentives, motivation or behavioral supports
- Modeling
- Additional practice
- Manipulatives, games, or activities
- Utilization of leveled readers
- Use of classroom technology programs

### **Tier II:** Supplemental Instruction

Push-in/Pull-out Intervention Services with classroom teacher and supportive personnel as schedule allows. (meant for students as additional instruction)

- Includes Tier I Instruction
- Two or more times a week for 20-40 minutes per session
- Targeted intensive prevention
- Before, during or after school assistance, instruction and/or enrichment
- Remediation services (i.e, speech therapy, occupational therapy, physical therapy, counseling)
- Skill class for specific skills
- Academic Intervention Services (AIS)
- Maximum group size of five

### **Tier III:** Increased Levels of Supplemental Instruction

Pull-out Intervention Services with academic instructional support personnel and specialists (Meant for students whose assessment results indicate a need for high intensity instruction)

- Individualized or small group instruction
- Targeted intensive programming
- Instruction relative to the student's level of performance
- Three or more times a week for 20-40 minutes per session (ELA a minimum of 120 minutes per week)
- Maximum group size of two

