

() Required
(X) Local
 (x) Notice

ACADEMIC INTERVENTION SERVICES

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance monitoring and study skills instruction needed to support improved academic performance.

Eligibility for academic intervention services will be determined based on a student's performance on state assessment exams and/or in accordance with standards developed by the district or established by the NY State Education Department. Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification on Commencement of Services. The Building Principal upon the commencement of academic intervention services will notify, in writing, the parents/guardians of a student determined to be in need of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Notification on Ending of Services. The Building Principal will notify the parent/guardian in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This plan will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Every two years, the Superintendent shall review the district's Academic Intervention Services plan as well as student performance results. If it is found that the plan needs revision such revision must be presented to the Board for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(4), (d) (Academic Intervention Services)

Adoption date: 2-18-14

Administrative Regulation 4325
ACADEMIC INTERVENTION SERVICES REGULATION

For the 2016-17 school year LPCSD will identify students to receive AIS or RTI services through a two-step process.

1- All students falling below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3 – 8 English language arts or mathematics state assessment shall be considered for AIS or RTI services. See NYSED memo for specific criteria, available online at http://www.p12.nysed.gov/sss/documents/AIS_Memo_2016-17FINAL.pdf.

**Grades 3-8 ELA Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300

**Grades 3-8 Mathematics Scale Score Ranges by Performance Level and
Median Scale Score between Level 2 and Level 3**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

2- All students who qualify according to step 1 shall then be assessed according to the following district-developed procedure, to be applied uniformly at each grade level.

Identifying students at Lake Placid Elementary School:

For English Language Arts (ELA), LPES will identify any student in grades K-2 who do not meet the Fountas & Pinnell benchmark score as identified below. LPES will identify any student in grades 3 – 5 who, in addition to falling below the median scale score on the appropriate NYS

State Exam, also does not meet the Fountas & Pinnell benchmark score identified below. For mathematics, LPES will identify any student who does not meet the benchmark on aimsweb mathematics assessments.

Students are screened in reading three times throughout the year. Any student who reads below the following levels on the Fountas & Pinnell Benchmark Assessment is considered to be not meeting benchmark:

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
K	--	B	D
1	D	G/H	J
2	J/K	L	M
3	M/N	O	P
4	P/Q	R	S
5	S/T	U	V

Students are screened in math three times throughout the year. Any student who scores below the following levels on any two of the aimsweb mathematics benchmarks is a candidate for AIS or RTI services in mathematics:

AIMS Web
Benchmark Scores
Math

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
OCM						
Fall	30	65				
Winter	57	79				
Spring	70	87				
NIM						
Fall	22	36				
Winter	45	55				
Spring	55	60				
QDM						
Fall	7	18				
Winter	16	28				
Spring	25	32				
MNM						
Fall	2	9				
Winter	9	16				
Spring	13	18				
CAP						
Fall			5	5	13	8
Winter			13	10	15	10
Spring			18	14	18	13
COMP						
Fall		7	15	20	23	12
Winter		26	30	40	42	20
Spring		37	38	53	55	30
Administered Individually, K-1:						
OCM- Oral Counting, 1 min						
NIM- Number Identification, 1 min						
QDM- Quantity Discrimination (which one is bigger), 1 min						
MNM- Missing Number, 1 minute						
Administered in Class, gr. 1-5:						
CAP- Concepts and Applications, 8 minutes (not administered in gr. 1)						
COMP- Computation (just facts), 8 minutes						

Identifying students at Lake Placid Middle School:

The Lake Placid Middle School is using Fountas & Pinnell, STAR Reading, and STAR Math to provide additional screening for reading and math skill deficiencies.

LPMS will identify any student in grades 6 - 8 who, in addition to falling below the median scale score on the appropriate NYS Exam, also does not meet benchmark scores in the Fountas & Pinnell, STAR Reading, and STAR Math assessments. Students are screened three times during the school year to identify those who qualify as needing additional instructional support.

ELA Benchmark scores:

Fountas and Pinnell and Star Benchmarks -- Independent Reading Levels

Grade	Benchmark 1 - Fall	Benchmark 2 - Winter	Benchmark 3 - Spring
6	<p>BM = F&P U or higher</p> <p>T or Lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below Q - placed into Reading or Resource Room</p>	<p>BM = F&P V or higher</p> <p>U or lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below R resource room/referral</p>	<p>BM = F&P W or higher</p> <p>V or lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below S resource room/referral</p>
7	<p>BM = W or higher</p> <p>V and below 40% on Star they are placed in AIS and or Reading</p> <p>Below S placed into Reading or Resource Room</p>	<p>BM = X or higher</p> <p>W and below 40% on Star they are placed in AIS and or Reading</p> <p>Below T resource room/referral</p>	<p>BM = Y or higher</p> <p>X and below 40% on Star they are placed in AIS and or Reading</p> <p>Below U resource room referral</p>
8	<p>BM = Z or Higher</p> <p>Lower than X and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P U placed into Reading or Resource Room</p>	<p>BM = Z or Higher</p> <p>Lower than Y and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P V placed into Reading or Resource Room</p>	<p>BM = Z or Higher</p> <p>Lower than Y and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P W placed into Reading or Resource Room</p>

Math Benchmark Scores:

Star Math	Fall Benchmark	Winter Benchmark	Spring Benchmark
Grade 6	<p>Percentile less than 40% and Scale Score less than 694</p>	<p>Percentile less than 40% and Scale Score less than 715</p>	<p>Percentile less than 40% and Scale Score less than 737</p>
Grade 7	<p>Percentile less than 40% and Scale Score less than 728</p>	<p>Percentile less than 40% and Scale Score less than 744</p>	<p>Percentile less than 40% and Scale Score less than 760</p>
Grade 8	<p>Percentile less than 40% and Scale Score less than 758</p>	<p>Percentile less than 40% and Scale Score less than 771</p>	<p>Percentile less than 40% and Scale Score less than 785</p>

Program Description:

AIS and RTI at Lake Placid Elementary School

RTI at Lake Placid Elementary School is a multi tiered approach using benchmark screenings, interventions, and progress monitoring. At LPES, the reading specialist directs RTI reading. The classroom teacher directs RTI mathematics.

Screenings:

Three times a year (fall, winter, and spring,) each classroom teacher in grades 1-5 gives the Fountas and Pinnell Benchmark Assessment individually to each student. The results of the assessment are input into the Fountas and Pinnell online data management system. After each benchmark assessment period, the reading specialist meets with each grade level team to determine which students are not meeting the benchmark for reading, and students are placed into small groups for intervention.

The kindergarten teachers give the Fountas and Pinnell Benchmark Assessment in the winter and the spring. In the fall, winter and spring, the kindergarten students are individually assessed using the AIMS Web Test of Early Literacy. The reading specialist meets with the kindergarten teachers to determine which students are not meeting benchmark and who needs to receive intervention in Tiers II and III.

Benchmarks:

Any student who reads below the following levels on the Fountas & Pinnell Benchmark Assessment is considered to be not meeting benchmark.

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
K	--	B	D
1	D	G/H	J
2	J/K	L	M
3	M/N	O	P
4	P/Q	R	S
5	S/T	U	V

Students are screened in math three times throughout the year. Any student who scores below the following levels on any two of the aimsweb mathematics benchmarks is a candidate for AIS or RTI services in mathematics:

AIMS Web
Benchmark Scores
Math

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
OCM						
Fall	30	65				
Winter	57	79				
Spring	70	87				
NIM						
Fall	22	36				
Winter	45	55				
Spring	55	60				
QDM						
Fall	7	18				
Winter	16	28				
Spring	25	32				
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Spring	13	18				
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Fall			5	5	13	8
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Spring			18	14	18	13
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Fall		7	15	20	23	12
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Spring		37	38	53	55	30
Administered Individually, K-1:						
OCM- Oral Counting, 1 min						
NIM- Number Identification, 1 min						
QDM- Quantity Discrimination (which one is bigger), 1 min						
MNM- Missing Number, 1 minute						
Administered in Class, gr. 1-5:						
CAP- Concepts and Applications, 8 minutes (not administered in gr. 1)						
COMP- Computation (just facts), 8 minutes						

The National Norms benchmarks set by AIMS Web are used to determine additional information on students in kindergarten three times a year.

Interventions:

Students are placed into small reading groups in Tiers II or III depending on their needs. The groups have no more than five students in Tier II and no more than four students in Tier III. All interventions are based on students' needs. Typically, students need intervention in phonics, reading fluency and comprehension.

Kindergarten

Fall intervention in kindergarten is based on the Wilson Foundations program, which is the phonics program used in the kindergarten classrooms. Students receive a “double dose” of phonics instruction in a small group. They are progress monitored weekly on letter naming and letter sound, based on the data from the AIMS Web benchmark assessment. The data is analyzed weekly to determine if the intervention is working or not. If it is not working, the reading specialist meets with the classroom teacher and/or the Instructional Support Team to determine the next course of action.

Winter and spring ELA intervention is based on the results of the Fountas & Pinnell Benchmark Assessment and the AIMS Web reading assessment. Those students who continue to need

phonics support will remain in a phonics intervention group. Those students who need more fluency support move into a group that uses the Fountas and Pinnell Leveled Literacy Intervention Kits (LLI).

Grades 1-5

The Fountas and Pinnell Leveled Literacy Intervention Kits (LLI) are used with students in grades 1-5 for interventions needed in reading fluency and comprehension. Students are progress monitored using the LLI reading records. All information is uploaded into the LLI online data management system to be analyzed to determine if the interventions are successful. If students need more phonics instruction, Wilson Language System is used, and if students need more fluency instruction, the Read Naturally system is used.

Progress Monitoring:

Each student is progress monitored weekly, based on the need and the type of intervention. All data is kept online to be viewed by classroom teachers, the reading specialist, principal and members of the Instructional Support Team. Students are progress monitored weekly, in all grades, using the AIMS Web reading progress-monitoring tools, based on their needs. In addition, students in the LLI groups are also progress monitored using the LLI reading records. The reading specialist reviews the data weekly, and all members of the Instructional Support team, which includes classroom teachers, have access to the data.

Program Description:

AIS and RTI at Lake Placid Middle School

Response to Intervention (RTI) is a comprehensive, instructional approach that addresses closing achievement gaps and providing high quality differentiated instruction to all students. Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include additional instruction that supplements the general curriculum (regular classroom instruction) and/or student support services needed to address barriers to improved academic performance.

The following are definitions of Response to Intervention (RTI):

Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools 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. (National Center on Response to Intervention).

RTI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. (NASDSE, 2006).

There are seven key components of RTI that will serve as a framework for the LPMS plan. The following components will assist in the development of a strong RTI model/plan to assist all students:

1. Universal screening
2. Progress monitoring
3. Tiered service delivery
4. Data based decision-making
5. Parent involvement
6. Fidelity of implementation
7. Professional development

Universal Screening:

Students are screened three times during the school year to identify those who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards, those students receive appropriate interventions and differentiated instruction in the classroom to meet their needs.

The Lake Placid Middle School is using Fountas & Pinnell, STAR Reading, and STAR Math assessments to screen students for reading and math skill deficiencies. Progress monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier II and Tier III after direct instruction is delivered. Progress monitoring data is used as one form of evidence when decisions are made to either discontinue or continue interventions.

Probes and progress monitoring should reflect the area identified through the diagnostic screening and the curriculum, which the students are being instructed. Students who receive Tier II intervention are progress monitored every 2 -3 weeks with data results placed on district forms. Those students who are Tier III are progressed monitored weekly with data results placed on district forms.

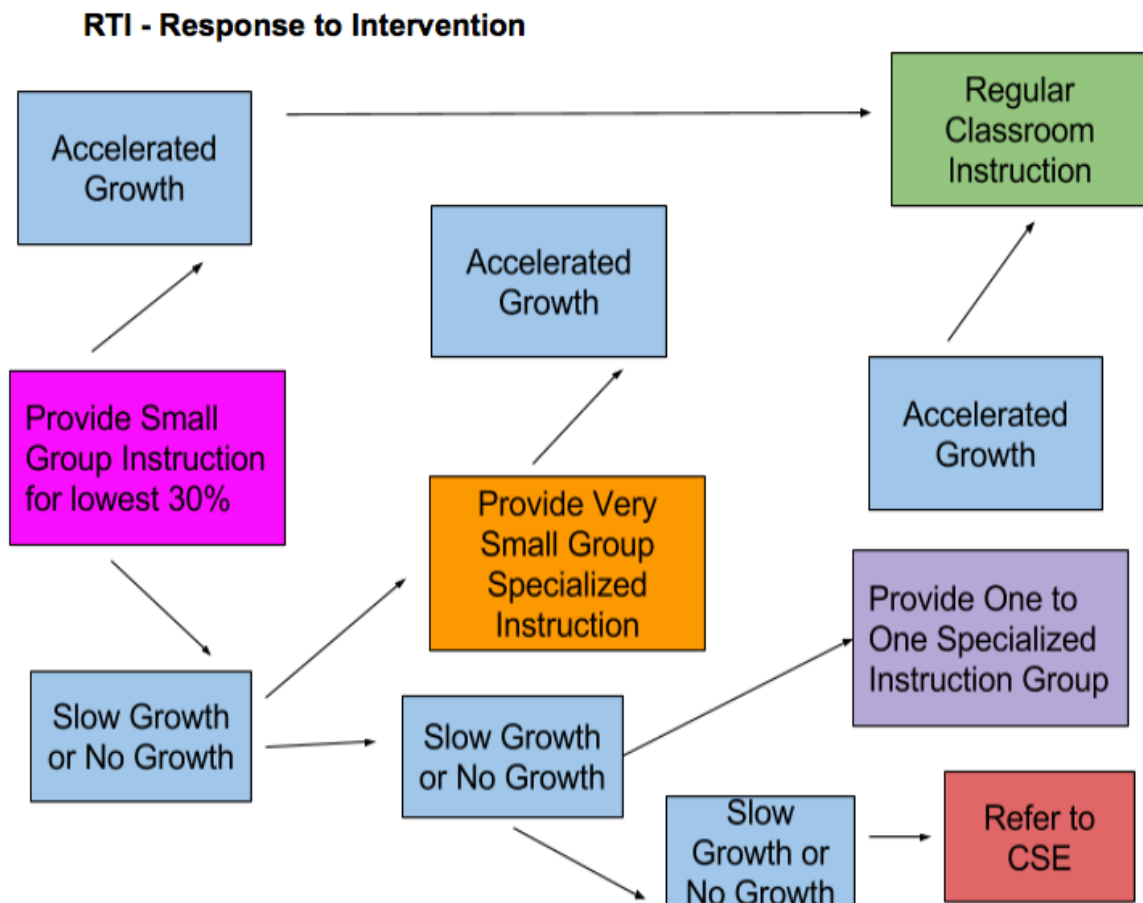
Tiered Service Delivery:

The tiered service delivery is shown in the diagram below.

The tiered service delivery model simply means that students are placed in areas where their learning and skill acquisition determines the level of which services for reading, math, behavior, writing, and communication

ELA: All students are tested on Star 3 times a year. Students in LL/Reading/Spec Ed are tested every 4-5 weeks. Students that fall below the 40% and are not in one of the above classes are also tested every 4-5 weeks. We make a decision as to whether or not to add a student to a class or to keep monitoring the student.

Math: All students are tested on Star 3 times a year. Students in learning lab and Special Education are tested every 4-5 weeks.



Fountas and Pinnell and Star Benchmarks with Independent Reading Levels

Grade	Benchmark 1 - Fall	Benchmark 2 - Winter	Benchmark 3 - Spring
6	<p>BM = F&P U or higher</p> <p>T or Lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below Q - placed into Reading or Resource Room</p>	<p>BM = F&P V or higher</p> <p>U or lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below R resource room/referral</p>	<p>BM = F&P W or higher</p> <p>V or lower and Star PR of 40% or lower placed in AIS and or Reading</p> <p>Below S resource room/referral</p>
7	<p>BM = W or higher</p> <p>V and below 40% on Star they are placed in AIS and or Reading</p> <p>Below S placed into Reading or Resource Room</p>	<p>BM = X or higher</p> <p>W and below 40% on Star they are placed in AIS and or Reading</p> <p>Below T resource room/referral</p>	<p>BM = Y or higher</p> <p>X and below 40% on Star they are placed in AIS and or Reading</p> <p>Below U resource room referral</p>
8	<p>BM = Z or Higher</p> <p>Lower than X and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P U placed into Reading or Resource Room</p>	<p>BM = Z or Higher</p> <p>Lower than Y and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P V placed into Reading or Resource Room</p>	<p>BM = Z or Higher</p> <p>Lower than Y and below 40% on Star they are placed in AIS and/or Reading</p> <p>Below F&P W placed into Reading or Resource Room</p>

Math Benchmarks:

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	less than 728	less than 744	less than 760
Grade 8	Percentile less than 40% and Scale Score less than 758	Percentile less than 40% and Scale Score less than 771	Percentile less than 40% and Scale Score less than 785

Ending of Services

The criteria for ending AIS or RTI services at LPES include the following:

- Student meets benchmark in the mid-year assessment and
- Classroom teacher recommends no need for additional interventions

The criteria for ending AIS or RTI services at LPMS include the following:

- The student is able to maintain grade level BM for three consecutive progress monitors.
- Triangulation of data indicating growth to grade level on all probes used
- Grade level team meeting and discussion on class performance, test results, and student achievement

Sample Letters:

Notification of the Commencement of Services -- LPES

School Principal
Sonja Franklin
Ext. 4502

Lake Placid Elementary School
318 Old Military Road Lake Placid, New York 12946
518-523-3640 Fax: 518-523-4314

www.lpcsd.org

School Psychologist
Melinda Frazer
Ext. 4504

CSE Chairperson
Sarah Allen
Ext. 4011



School Counselor
DeAnna Brown
Ext. 4533

September 26, 2016

Dear Parent/Guardian of _____,

As part of district-wide efforts to improve student achievement, all Lake Placid Central School students are given brief assessments, or universal screenings, three times per year (fall, winter, and spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to students who did not meet expected levels of achievement in reading or math. This system of providing intervention based on individual student needs is called **Response to Intervention (RTI)**.

On the universal screening, your child did not meet the expected range for his/her grade level for the fall assessment. To better meet your child's needs, the school will begin providing your child with supplemental small group instruction, for thirty to forty minutes daily. We will track your child's progress over time and monitor his/her success. You will be periodically notified of your child's performance.

You can help your child by reading with your child and discussing books or working on their math skills. In RTI reading we read books during our group time, and copies of the books are sent home with students in grades 1-3. Students in grades 4 and 5 should continue to read their self-selected book from their regular reading class. If you need additional reading materials for your child, please don't hesitate to contact me.

You can also check out the monthly blog on how to help your child at home. It can be found at <http://lpcsd/coffin.weebly.com/mrs-coffins-reading-blog>.

If you have any questions about the RTI program, please do not hesitate to contact us at school (523-3640).

Sincerely,

Sonja Franklin
Principal – Lake Placid Elementary School

Notification of the Commencement of Services -- LPMS

November, 2016

Dear Parents,

Lake Placid Central School District believes in providing the highest quality education for every student. To meet this goal, we implement a three-tiered approach to instruction. This process, known nationally as **Response to Intervention (RtI)** gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students. Students, who are not progressing at a rate that ensures mastery of the state curriculum standards and mastery on assessments, will be provided interventions matched to their needs. The type and degree of each intervention will vary to the extent necessary for the student to obtain mastery.

Based on state regulations, students who are not meeting grade level expectations, are required to receive additional support. The Middle School uses three assessments to determine an individual student level of need - STAR Reading and STAR Math, state assessments, and classroom assessments and work. Due to *(insert students name)* performance on these assessments, their schedule will include Learning Lab class to work with a teacher in a small group setting to help them with specific skills in math and/or English Language Arts (reading and writing).

LPCSD recognizes that all students learn differently, and we are committed to helping all students succeed. Therefore, we ask for your support in implementing this three-tiered approach to meet the academic and behavioral needs of each child in our school. We look forward to sharing additional information as we progress through the school year.

If you have any questions or concerns, please don't hesitate to contact Mrs. Gosling in the guidance office or me at 523-2474.

Best Regards,
Ms. Theresa Lindsay
Principal, LPMS

Notification on Ending Services – LPES
Lake Placid Elementary School
318 Old Military Road Lake Placid, New York 12946
518-523-3640 Fax: 518-523-4314
www.lpcsd.org

School Principal
Sonja Franklin
Ext. 4502

School Psychologist
Melinda Frazer
Ext. 4504

CSE Chairperson
Sarah Allen
Ext. 4011

School Counselor
DeAnna Brown
Ext. 4533



Date

Dear Parent/Guardian of _____,

As part of district-wide efforts to improve student achievement, all Lake Placid Central School students are given brief assessments, or universal screenings, three times per year (fall, winter, and spring) to measure their progress in the curriculum over time. Interventions (extra support) are provided as needed to all students who did not meet expected levels of achievement in reading or math. This system of providing intervention based on individual student needs is called **Response to Intervention (RTI)**.

After the mid-year assessments and meeting with your child's teacher, it was determined that your child no longer needs additional interventions. We will continue to monitor your child's progress in school. If the need arises and your child needs additional interventions, we will contact you.

If you have any questions about this process, please do not hesitate to contact the school (523-3640).

Sincerely,

Sonja Franklin
Principal – Lake Placid Elementary School

Notification on Ending Services -- LPMS

Date

Dear Parent,

On <date> <child's name> was placed in a <ELA> <math> Learning Lab because they were not progressing at a rate that ensured mastery of the state curriculum. The Middle School uses three assessments to determine an individual student level of need - STAR Reading and STAR Math, state assessments, and classroom assessments and work. Your child has received intervention, worked hard and has demonstrated growth. Due to ***(insert students name)*** current performance on these assessments, their schedule will change to reflect that they no longer need the services of Learning Lab (RTI).

LPCSD recognizes that all students learn differently, and we are committed to helping all students succeed. We will continue to progress monitor throughout the year to ensure your child's continued academic success. We ask for your continued support in implementing this three-tiered approach to meet the academic and behavioral needs of each child in our school. We look forward to sharing additional information as we progress through the school year.

If you have any questions or concerns, please don't hesitate to contact Mrs. Gosling in the guidance office or me at 523-2474.

Best Regards,

Ms. Theresa Lindsay
Principal, LPMS