

Individual Academic Support Plan

Guidance Document for Teachers and Leaders.

Purpose

The purpose of the Individual Academic Support Plan (IASP) is to create a single student plan for academic support in literacy and mathematics and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. This single plan replaces the Individual Academic Improvement Plan and further meets the requirements of the following plans:

- Expanded Academic Support Plan (R.S. 17:100.13) - Required for students in kindergarten through 5th grade performing below mastery on any statewide numeracy or literacy assessment. This is also known as a student's high dosage tutoring plan.
- Individual Reading Improvement Plan and Literacy Improvement Plan (R.S. 17:24.10)- Required for students in kindergarten through third grade that score below grade level on the literacy screener. Beginning with the 2025-2026 school year, any retained third grade student or fourth grade student who was promoted to fourth grade through a good-cause exemption shall also receive literacy interventions (R.S. 17:24:11).
- Numeracy Improvement Plan (R.S. 17:24.10) - Required for students in kindergarten through third grade that score below grade level on the numeracy screener.

Steps to Complete IASP

1. Complete student information.
2. Identify what students are eligible for an IASP.
 - a. For Kindergarten through third grade students, any student below proficiency on the literacy or numeracy screener should receive an IASP. Please note that until LDOE releases a state-wide numeracy screener, schools should use their own numeracy screener or curriculum-embedded diagnostic to determine eligibility.
 - b. For fourth and fifth grade students, any student scoring below Mastery on LEAP ELA or Math.

3. Attach the data report to this plan showing eligibility. This can include the DIBELS Student Report, LEAP Student Report, and/or Other Data Sources.
4. Complete Section A for literacy and numeracy if applicable. There are two requirements for K-3 students scoring below proficiency: interventions and high-dosage tutoring. These both have their own requirements and should both be met. The plan should include the skills addressed, the frequency of the interventions/tutoring sessions, who will conduct the interventions/tutoring sessions, and the materials being used. If you are conducting interventions that meet the requirements of high-dosage tutoring, then students do not need to receive both. **However, please note that high-dosage tutoring only requires a 10 week plan; interventions should be conducted until the student is proficient. Also, if the student is in a highly-effective teacher's classroom, they are not required to receive high-dosage tutoring, but should still receive interventions.**
 - a. Interventions - Students should be provided with direct, explicit interventions based on individual needs using high-quality instructional materials. Progress monitoring should occur. **This shall continue until screening shows the student is proficient.**
 - b. High-Dosage Tutoring - Students shall be provided with one of the following:
 - i. Students are placed in the class of a highly effective teacher in that identified content area.
 - ii. Students receive [high-dosage tutoring](#). This requires that the tutoring should:
 1. begin no later than 30 days after the student is identified as eligible or 30 days after school starts for students identified during the summer.
 2. include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade-level content.
 3. persist over a period of at least 10 weeks.
 4. take place at least 3 times a week.
 5. last for approximately 30 minutes per session (or less if developmentally appropriate).
 6. consist of groups of no more than 4 students.
 7. be led by a consistent tutor or small group of tutors.
 8. be embedded within the school day.
 9. be provided in person or virtually.
 10. utilize materials on the LDOE 's approved curriculum list, including materials created or provided by the LDOE.

5. For Section A in both Literacy and Numeracy, policy requires families to be informed about activities they can do to support extended learning at home. Teachers should attach the DIBELS Home Connect Report, resources found under the [Families Literacy Pillar](#), resources found under the [Families Math Pillar](#), family resources connected to high-quality instructional materials, or Zearn Family resources.
6. Complete Section B for literacy and numeracy if applicable. Fourth and fifth grade students scoring below Mastery on LEAP ELA or Math must receive high-dosage tutoring. If placed in a highly-effective teacher’s class, then this plan is not required. The plan should include the skills addressed, the frequency of the tutoring sessions, who will conduct the interventions/tutoring sessions, and the materials being used.
 - a. High-Dosage Tutoring - Students shall be provided with one of the following:
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 - ii. Students receive [high-dosage tutoring](#). This requires that the tutoring should:
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 8. be embedded within the school day.
 9. be provided in person or virtually.
 10. utilize materials on the LDOE ’s approved curriculum list, including materials created or provided by the LDOE.
7. Families should be informed throughout the school year the progress their child is making. Identify the date of the next screening. This may be a middle-of-the-year screener, benchmarks, progress monitoring data, and/or curriculum-embedded assessments.

8. Obtain signatures upon completion of the plan. Families should receive a copy, including attachments.
9. Implement Plan.