
Jasper -Troupsburg CSD

Where Tradition Meets Innovation

Title I School Wide Program Plan



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Introduction to AIS and Rtl

What is the difference between AIS and Rtl?

Academic Intervention Services (AIS)	Response to Intervention (Rtl)
<p>AIS is the <u>framework</u> by which additional instruction supplements the instruction provided in the general education curriculum and assists students in meeting the State learning standards as defined in the Commissioner's Regulations.</p>	<p>Rtl is the <u>process</u> by which the school district determines if a student responds to scientific, research-based instruction and includes:</p> <ul style="list-style-type: none">• Appropriate instruction• Screenings• Differentiated Instruction• Progress Monitoring• Written Notification to Parents• Application of performance data and student information to make educational decisions

Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall 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. [8 NYCRR §100.2(ii)(1)(i)]

Quality Indicators for Appropriate Instruction

- Research/evidence-based instruction that has shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- Curriculum is aligned to the State learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

From www.nysed.gov

Screenings

Multiple measures will be used to determine those students in grades K-12 who are at risk of not meeting state learning standards. Those measures will be used to determine the eligibility for and degree of services using a three-tiered RtI model.

The following criteria will be used to determine eligibility for RtI:

- *95% PASI Screener
- *95% PSI Screener
- * iReady Scores
- *Wit and Wisdom Assessments
- * Fountas & Pinnell Leveled Literacy Intervention System Assessments
- * AIMSweb Universal Benchmark
- * Eureka2 Math Assessments
- * Teacher recommendation, report cards, classroom performance, and writing samples
- * NYS Assessment Performance Grades 3-8 assessments and Regents exams at the high school level

Eligibility for RtI

Students eligible for RtI including those with disabilities and/or English Language Learners are:

1. Those students in grades 3-12 who score below the designated performance levels on elementary, intermediate, and commencement-level state assessments in ELA, mathematics, social studies and science.
 - a. At the elementary and intermediate level, students who score below the state designated cut score on state assessments in ELA, math, and science are eligible to receive AIS and RtI.
 - b. At the high school level, students who score below 65% on one or more of the Regents assessments in English, math, social studies (Global and/or US History) and science (one unit required for graduation) are eligible to receive AIS and RtI.
2. In grades where no state assessments are given (K-2), students may be considered for AIS and RtI if they are determined to be at risk of not meeting State Standards, according to criteria established by the district.
3. Multiple measures will be used to determine eligibility for AIS and RtI. Please see the above listing.

AIS/RTI Process

Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math. Students are identified for AIS at levels Tier 1-3:

Tier 1: Universal	Tier 2 – Targeted	Tier 3 – Intensive
<ul style="list-style-type: none">▪ Grades K-12: meets all criteria or does not meet one criterion	<ul style="list-style-type: none">▪ Grades K-12: does not meet 2 benchmark criteria	<ul style="list-style-type: none">▪ Grades K-12: does not meet 3 or more benchmark criteria

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment or
- Achieved the benchmark criteria on two or more of the multiple measures

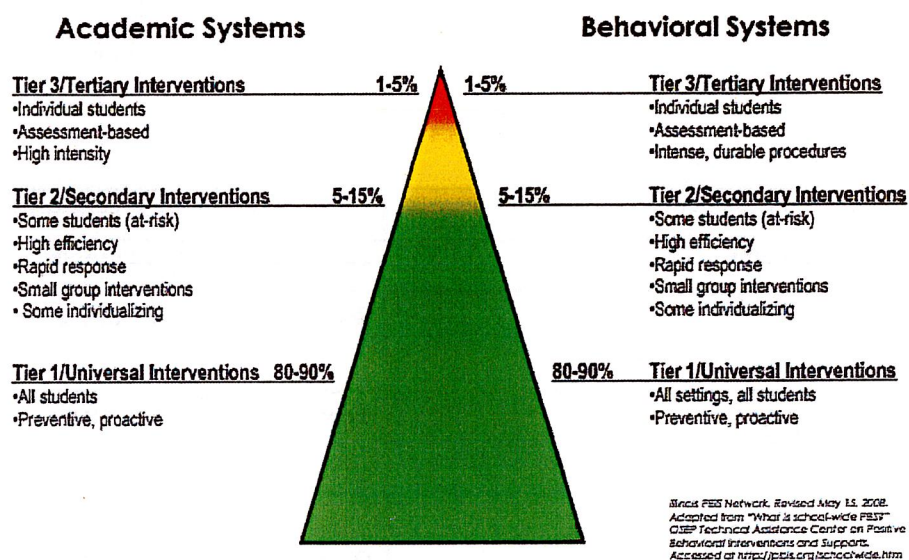
If either of the above measures is met, the student may be exited from AIS.

AIS/ RTI Criteria

Content Area and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	Student is not at risk of chronic absenteeism
	Teacher Recommendation	Teacher(s) recommend Tier I universal instruction
ELA K-3	Classroom Assessments	On or above grade level expectations
	95% Group PSI	Score at least 80% per targeted skill
	iReady	Scores no more than one grade level below
ELA 4-9	Classroom Assessments	On or above grade level expectations
	NYS Assessment	Scores on or above cut score
	iReady	Scores no more than one grade level below
	95% Group PSI	Score at least 80% per targeted skill
Math K-1	Classroom Assessments	On or above grade level expectations
	Aimsweb Plus	Kinder.--at or above average NNF and QTF First--Score 5 or above on MFF
Math 2-3	Classroom Assessments	On or above grade level expectations
	iReady	Scores no more than one grade level below
Math 4-9	Classroom Assessments	On or above grade level expectations
	NYS Assessment	Scores on or above cut score
	iReady	Scores no more than one grade level below
All subjects grades 9-12	Regents Exam Scores	Scores above passing on any regents exam

3 Tier Response to Intervention Model

School-Wide Systems for Student Success: A **Response to Intervention** (RTI) Model



The above model provides a proactive process to monitor the performance of students relative to established benchmarks. It allows for monitoring, early intervention and remediation. Varied student groupings are used based on student needs. Most students (80-90%) should respond to effective Tier 1 instruction.

3 Tier Model Explained

Element	Tier 1 Core Curriculum/ Universal Interventions	Tier 2 Supplemental Instruction/Secondary Interventions	Tier 3 Intensive Intervention/Tertiary Interventions
Target group	Whole class (<u>All</u> students including Special Education and ELL Students)	Students with increased difficulties and are not responding to Tier 1 interventions	Students working significantly below grade level who have not responded to Tier 1 or 2 interventions
Group Size	Flexible groups (whole group, small group, 1 on 1)	Small group (ideally a maximum of 4 students)	Individualized or small group instruction (preferably groups of 2 students)
Type of Instruction or Intervention	Core Curriculum- high quality standards-based instruction in general education setting; Guided reading; Differentiated instruction; Informal Consultation with Specialists	Targeted Intervention (<u>In Addition to Tier 1 interventions</u>) Scheduled Walk to Intervention (grades K-6); LLI, 95% Phonological Awareness Lessons, 95% Phonics Lesson Library Lessons, skill-based instruction based on Aimsweb Plus assessments, Khan Academy and iReady instructional materials Scheduled AIS periods (grades 7-12)	Intensive Intervention (<u>In Addition to Tier 1 interventions</u>) Walk to Intervention with Specialists (grades K-6); Individualized instruction using LLI, 95% Phonological Awareness Lessons, 95% Phonics Lesson Library Lessons, skill-based instruction based on Aimsweb Plus assessments, Khan Academy and iReady instructional materials Scheduled AIS periods with specialists (grades 7-12)
Frequency of Progress Monitoring	Iready- 3 times a year (K-9) PAS and PSI Benchmarks- quarterly (K-3) AIMS Web Plus Benchmark- 3 times a year (K-1)	Varies, but no less than once every two weeks Modify or change intervention as needed	Varies, but more continuous and no less than once per week Modify or change intervention as needed
Frequency of intervention	90 Minutes Per Day (K-6) Per Period Schedule (7-12)	30 Minutes Per Day (K-6) Per Period Schedule (7-12)	30 Minutes Per Day (K-6) Per Period Schedule (7-12)

Response to Intervention (RtI) Team

According to the Jasper -Troupsburg CSD Board Policy **7212:**

"Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation."

AN OVERVIEW OF THE RtI PROCESS

- Students who are not making sufficient progress, as indicated by progress monitoring data, after receiving appropriate Tier 1 Instruction, Tier 2 Supplemental Instruction, and Tier 3 Intensive Instruction may be referred to the Response to Intervention Team (RtI).
- At least 10-20 weeks of progress monitoring data supporting insufficient progress should be gathered before referral to the RtI Team.
- Students who encounter challenges in the areas of academics, behavior, social skills, and/or emotional development may be referred to the Response to Intervention Team for additional assistance.
- Once referred, a student's needs are identified through a data collection process.
- A team meeting is held where an intervention plan is developed.
- Interventions are implemented, and success / progress is monitored.
- At the follow-up meeting, the team makes decisions concerning further evaluation based on the success of the intervention plan and the degree of need of the student.

Please see the attached RtI referral and data collection forms.

Written Notification of Eligibility and Progress

The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal.

- (a) Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
 - a. an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
 - b. reports on the student's progress at least once each quarter during the regular school year;
 - c. information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.
- (b) Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed.

Please see the attached sample notification and quarterly progress report letters.

Exit Criteria

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment or
- Achieved the benchmark criteria on two or more of the multiple measures

If either of the above measures is met, the student may be exited from AIS. Written notification will be given upon exit from AIS.

Rtl Resources

Jim Wright- Intervention Central

https://www.jimwrightonline.com/php/rti/rti_wire.php

New York State Response to Intervention Middle School Demonstration Project

<https://nysrti.org>

National Center on Intensive Interventions

<https://intensiveintervention.org/>

Florida Center for Reading Research- check out the resources tab

<http://www.fcrr.org/>

JT RtI Referral Form

Referral Information		
Student:	DOB: ____/____/____	Grade:
Parent/Guardian:	Home;	
	Work:	
Referral Date: ____/____/____	Teacher:	
Does/did the student have a 504 or IEP?		

I. Parent Contact

Have you explained the concern in detail to the parents?

- a. If not, please do so before completing this form.
- b. If you have, what was the parents' response to this concern? Please describe below.

II. Social

Is the concern social? If so, have you contacted the school counselor?

- If not, please do so before continuing with this form.
- If you have, what interventions were tried and how successful were they?

--

III. Strengths

Please list the student's strengths:

IV. Areas of Concern

Please indicate the areas of concern for this student:

____ Reading

____ Writing

____ Listening

____ Math

____ Behavior

____ OT

____ PT

____ Speech

____ Other, please list here:

Please list specific area of concern in the area (ie. reading-fluency)

V. Concern

Please describe the exact nature of your concern:

VI. Goals

What are your ultimate goals for this student?

VII. Grades

Please indicate the student's current grades/levels in each of the following areas:

Math:	Science:	Social Studies:	Reading: Writing: Reading Level:
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VIII. Academic (Tier 1)

If the concern is academic, what interventions have you tried, and how long did you implement the interventions? How successful were they ? Please provide a detailed description of the strategy.

Intervention:

Implementation time frame (days, weeks, months):

Assessment of intervention (student work, rubrics, documentation logs, etc.):

JT RtI Referral Form

Intervention:

Implementation time frame (days, weeks, months):

Assessment of intervention (student work, rubrics, documentation logs, etc.):

Intervention:

Implementation time frame (days, weeks, months):

Assessment of strategy (student work, rubrics, documentation logs, etc.):

IX. Behavioral (Tier 1)

Please indicate whether the student matches the following descriptions:

☐ Respectful	☐ Courteous	☐ Cooperative	☐ Friendly
☐ Able to make and share friends	☐ Able to follow directions	☐ Able to follow rules	☐ Willing to participate
☐ Easily swayed by peers.	☐ Neat in appearance	☐ Neat with school work	☐ Self-confident
☐ Self-controlled	☐ Works independently	☐ Willing to ask for help	☐ Displays appropriate emotions
☐ Demonstrates "common sense"	☐ Accepts consequences	☐ Self-motivated	

JT RtI Referral Form

Behavioral Concerns:

Please indicate any **behavioral concerns** that you have for the student. Please provide a detailed explanation of the maladaptive behavior including the time and place it most frequently occurs.

X. Other Academic and Behavior Strategies/Accommodations (To try within the classroom)

Please indicate the interventions which have been implemented and describe their effectiveness.

Strategy	Effectiveness
☐ Sent a note home to the parent(s).	
☐ Spoke to parent(s) on the phone.	
☐ Held a parent conference.	
☐ Explained concerns with the student.	
☐ Gave the student extra help.	
☐ Change the student's seat.	
☐ Adapted materials.	
☐ Reduced the number of homework items.	
☐ Used a highlighter to identify key words or phrases.	
☐ Provided visual aids	

JT RtI Referral Form

☐ Provided a peer tutor.	
☐ Adapted tests.	
☐ Read tests orally as student followed along at his/her seat.	
☐ Gave more frequent quizzes.	
☐ Allowed more time to take quizzes.	
☐ Allowed to answer quiz/test orally.	
☐ Established behavioral support program.	
☐ Established and posted classroom rules.	
☐ Posted daily objectives and/or agenda	
☐ Provided a timeout/cool-off area in the room	
☐ Sent home notices regarding behavior and/or school work.	
☐ Homework assignments were signed by the parent.	
☐ Conferred with Title I Reading/Math Specialist.	
☐ Consulted the school counselor.	
☐ Implemented a behavior management plan	
☐ Other	
Please describe any other strategies you have implemented and a time frame (days, weeks, months, etc) for implementation.	

PLEASE PROVIDE MEASURABLE AND OBSERVABLE DATA OF PRESENT FUNCTIONING

JT RtI Referral Form

XI. Services

Please indicate any services the student currently receives:

Service	Provider	Service	Provider
☐ Speech		☐ OT/PT	
☐ Counseling		☐ Consultant Teacher	
☐ AIS Reading		☐ AIS Math	
☐ Other			

XII. Additional Information

Has the student ever been retained? Y N If yes, at which grade? _____

How many days has the student been absent this year?

Completed by _____

Date _____

Completed by _____

Date _____

Completed by _____

Date _____

Please attach: latest report card, iready report, intervention tracking sheets,
behavior plans, speech/OT/PT screenings

**XIV. Strategy/Accommodation _____ Tier 1 _____ Tier 2
_____ Tier 3**

Strategy/Accommodation:

Implemented by:

Goal/Outcome:

To begin on: _____

To occur _____ times per _____

**Progress Monitored
by: _____ every _____**

Review Date: _____

Person informing student and parent/guardian of plan:

Next Meeting Date: _____

**Other
Notes:** _____

Present Levels of Performance at this point in time Date _____

Strengths/Gains:

JT RtI Referral Form

Weaknesses/Needs:

Other Notes:

Student is classified under the CSE, therefore receives additional support and services that are **related to their disability (if unrelated or the student IS NOT classified under the CSE, go to page 2)**

Tier 1

CSE Supports within the classroom (ex. Consultant Teacher, Extended Time); the majority of students should be at this tier

Progress Monitoring (progress notes related to goals):

- Keep track of academic progress
- Adjust or change approach (ex. consultant teacher standing by student, or giving verbal reminder) and document effectiveness of approach

If little/no progress is made, despite well-implemented interventions, then bring to RTI team or CSE chair to:

1. Consider other Tier 1 interventions
2. Discuss additional Tier 2 supports

Tier 2

Small Group CSE Supports (ex. Resource Room, Separate Location) in addition to Tier 1 supports

Progress Monitoring (progress notes related to goals):

- Keep track of academic progress
- Adjust or change approach intervention and document effectiveness of intervention

If little/no progress is made, despite well-implemented interventions, then bring to RTI team or CSE chair to:

1. Consider other Tier 2 interventions
2. Discuss additional Tier 3 supports

Tier 3

Individualized CSE Supports (ex. 1:1 intervention during Resource Room) in addition to Tier 1 & Tier 2 Supports

Progress Monitoring (progress notes related to goals):

- Keep track of academic progress
- Adjust or change interventions and document effectiveness of intervention

If little/no progress is made, despite well-implemented interventions at Tier 1, 2, & 3, then bring to CSE chair for possible alternative supports or placement (ex. 12:1:1)

CSE Discussion

Sources:

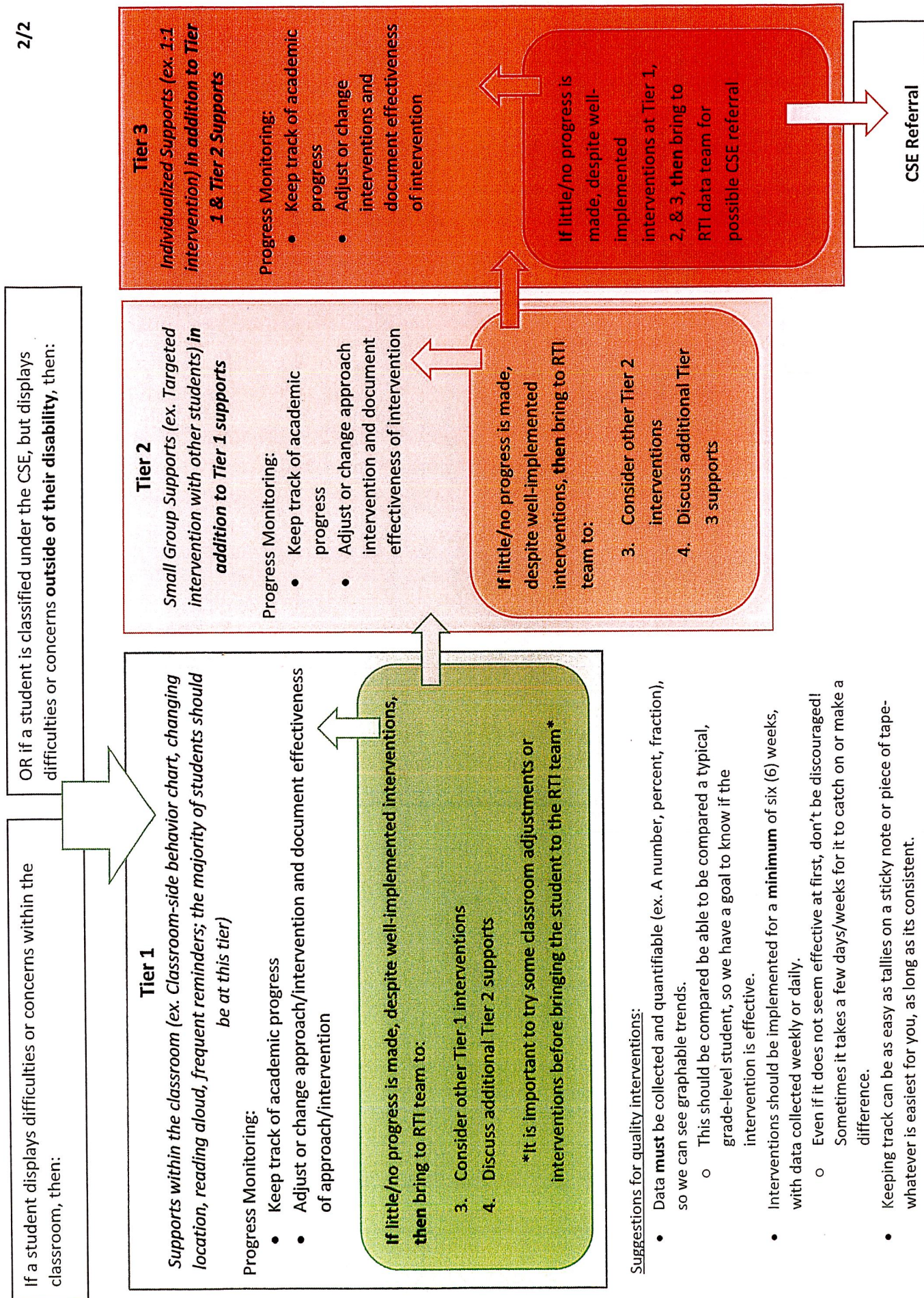
[RESPONSE TO INTERVENTION Guidance for New York State](#)

[School Districts \(nysed.gov\)](#)

[NYS RtI MS DP](#)

[rti-pamphlet.pdf \(nysrti.org\)](#)

[RTI Action Network \(rtinetwork.org\)](#)



RTI Data Collection

Student Name: _____ Staff Member: _____

Date of Follow-Up RTI Mtg: _____

Intervention Description:

Week	Date	Performance (must be a number)	(optional) Notes
1			
2			
3			
4			
5			
6			

What intervention performance is within the average range for a typical, grade-level student?

What is the goal for this student to achieve (rate of improvement)?

Performance

Student RTI Data Graph



Week 1 Week 2 Week 3 Week 4 Week 5 Week 6

— Typical Grade-Level Performance

JASPER-TROUPSBURG CENTRAL SCHOOL

HOME OF THE WILDCATS

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Jason R. Oliver

Superintendent of Schools

Adam R. Button

School Business Official

Kerry S. Davis

High School Principal

Brian J. McCaffrey

Elementary School Principal

Troy Terry, District Clerk

Jane Hall, Curriculum and Instruction

Dear Parents or Guardians,

One of our main goals at the Jasper-Troupsburg High School is to assist each student in reaching the New York State Learning Standards. To help us, the New York State Education Department has required schools to carefully observe and assess each child and to provide support to students who may need it. This support is called Academic Intervention Services (AIS) and Title I funds are used to support these services. Based upon your child's academic progress, your child has been identified as a student in need of Academic Intervention Services.

This was determined based upon:

_____ NYS ELA Assessment Data

_____ NYS Math Assessment Data

_____ Teacher Recommendation or Classroom Observations

_____ Other Assessments

_____ Student Attendance

Small group instruction will be offered to _____ in:

_____ ELA

_____ Math

_____ Other _____

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. It is the district's desire that providing these services will increase the likelihood that your child will be successful in meeting the NYS Learning Standards. If you have any questions, please call me at 792-3690.

Sincerely,

Kerry Davis
7-12 Principal

High School Building
2661 State Route 248
Greenwood, NY 14839
607-792-3690

District Office
2661 State Route 248
Greenwood, NY 14839
607-792-3675

Elementary School Building
908 State Route 36
Troupsburg, NY 14885
607-525-6301

JASPER-TROUBSBURG CENTRAL SCHOOL

HOME OF THE WILDCATS

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Jason R. Oliver
Superintendent of Schools

Adam R. Button
School Business Official

Kerry S. Davis
High School Principal

Brian J. McCaffrey
Elementary School Principal

Troy Terry, District Clerk

Jane Hall, Curriculum and
Instruction

Dear Parents or Guardians,

One of our main goals at the Jasper-Troupsburg Elementary School is to assist each student in reaching the New York State Learning Standards. To help us, the New York State Education Department has required schools to carefully observe and assess each child and to provide support to students who may need it. This support is called **Academic Intervention Services (AIS)** and Title I funds are used to support these services. Based upon your child's academic progress, your child has been identified as a student in need of Academic Intervention Services.

This was determined based upon:

- ☐ NYS ELA Assessment Data
- ☐ NYS Math Assessment Data
- ☐ Teacher Recommendation or Classroom Observations
- ☐ Other Assessments _____
- ☐ Student Attendance _____

Small group instruction will be offered to _____ in:

- ☐ ELA
- ☐ Math

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. It is the district's desire that providing these services will increase the likelihood that your child will be successful in meeting the NYS Learning Standards. If you have any questions, please call me at 525-6301.

Sincerely,

Brian McCaffrey
K-6 Principal

High School Building
2661 State Route 248
Greenwood, NY 14839
607-792-3690

District Office
2661 State Route 248
Greenwood, NY 14839
607-792-3675

Elementary School Building
908 State Route 36
Troupsburg, NY 14885
607-525-6301

AIS Progress Report

Jasper-Troupsburg Central School
Troupsburg, New York 14885

Name
Grade

Dear Parents,

As part of our Academic Intervention Services we are reinforcing several key areas of ELA using *Leveled Literacy Intervention (LLI)* and/or *Phonics Lessons Library*. We are providing additional targeted teaching and practice in the following areas for your child:

Comprehension
Vocabulary development
Fluency practice
Phonics and word study
Writing about reading

10 Week Progress:

Please feel free to contact me at the school (525-6301 or 792-3811) if you have any questions.

JASPER-TROUPSBURG JUNIOR-SENIOR HIGH SCHOOL

HOME OF THE WILDCATS

AIS PROGRESS REPORT:

Student Name: _____

Subject Area: _____

☐ **Week 10**

☐ **Week 20**

☐ **Week 30**

☐ **Week 40**

Dear Parents,

During the past ten weeks in Academic Intervention Services we have been reinforcing test-taking strategies while further building comprehension of the content area. It is our goal to help your child move closer to meeting the state's learning standards.

Areas that were targeted while working with your child over the past ten weeks include:

Progress Report:

Please feel free to contact me at the school at 792-3690 if you have any further questions.

Sincerely,

AIS Provider