Pocantico Hills Central School District

Board of Education Presentation
October 11, 2018

Systems and Programs Update
(AIS, RtI & Therapeutic Support)
AGENDA

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KEY

<table>
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<tr>
<th>Abbreviation</th>
<th>Glossary</th>
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<tr>
<td>RtI</td>
<td>Response to Intervention</td>
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<td>AIS</td>
<td>Academic Intervention Services</td>
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<tr>
<td>BOE</td>
<td>Board of Education</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>F&amp;P</td>
<td>Fontas &amp; Pinnell (Running Records)</td>
</tr>
<tr>
<td>T1</td>
<td>Tier One (Universal Curriculum/General Education)</td>
</tr>
<tr>
<td>T2</td>
<td>Tier Two (Small group supports)</td>
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<td>T3</td>
<td>Tier Three (Highly individualized supports)</td>
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<tr>
<td>TSC</td>
<td>Therapeutic Support Center</td>
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<td>TSP</td>
<td>Therapeutic Support Program (IEP Program)</td>
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### Realizing the Universal Support Model

**How are students identified for support?**

- State mandated
- School initiated based on a student portfolio of qualitative and quantitative data
- Parent/caregiver referral
- Regardless of source, data-based
- TEAMS are responsible for data-based decisions made through professional collaboration.

### How Students Receive Support

<table>
<thead>
<tr>
<th>Process</th>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>How</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>AIS Identification</strong></td>
<td>Grades 4-8 that fall below the state cut off on the state exams per BOE approved district practice</td>
<td>T1: Differentiated, strengths based universal curriculum and/or additional support within the general education curriculum</td>
<td>T1: During scheduled WIN time, lunch club, before/after school tutoring, specialized grouping during workshop/centers</td>
<td>T1: Strategy groups, centers, pre-teach/re-teach, differentiated materials in universal curriculum</td>
<td>T1: General education teacher, teaching assistant</td>
</tr>
<tr>
<td><strong>RtI Identification &amp; Tiered Supports</strong></td>
<td>Grades PK-8, per district decision making rubric or data-driven recommendation</td>
<td>T2: Small group instruction</td>
<td>T2: Scheduled WIN time or small group during workshops</td>
<td>T2: Specially designed, research-based interventions</td>
<td>T2: Specialist, teaching assistant with specialized training, related service provider</td>
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<tr>
<td></td>
<td></td>
<td>T3: 1:1 instruction</td>
<td>T3: Per intervention plan</td>
<td>T3: Specially designed, research-based interventions</td>
<td>T3: Specialist, related service provider</td>
</tr>
<tr>
<td><strong>Committee of Preschool Special Education (CPSE)</strong></td>
<td>Preschool students identified as having a disability</td>
<td>Individualized program to meet academic and social/emotional needs</td>
<td>Per IEP mandates</td>
<td>As outlined in the IEP</td>
<td>Per IEP assignments</td>
</tr>
<tr>
<td><strong>Committee of Special Education (CSE)</strong></td>
<td>School-aged students identified as having a disability</td>
<td>Individualized program to meet academic and social/emotional needs</td>
<td>Per IEP mandates</td>
<td>As outlined in the IEP</td>
<td>Per IEP assignments</td>
</tr>
<tr>
<td><strong>504 Accommodations</strong></td>
<td>Student with an identified disability that impacts a major life activity</td>
<td>Plan that outlines accommodations and modifications</td>
<td>Per 504 plan</td>
<td>As outlined in the 504 plan</td>
<td>Per 504 plan assignments</td>
</tr>
<tr>
<td><strong>English as a New Language (ENL)</strong></td>
<td>Students whose primary language is not English and have qualified for services.</td>
<td>Language based support and cultural acclimation</td>
<td>During regular class time</td>
<td>Push-in and pull out support</td>
<td>ENL Teacher</td>
</tr>
</tbody>
</table>
Realizing the Universal Support Model

Which teams engage in DATA INQUIRY and analysis and HOW do they do it?

- Professional collaboration happens through a process called DATA INQUIRY.
- Leverage individual team member expertise
- Provides support to promote fidelity in implementation
- Multiple layers of review

District Data Team
- Establishes vision and framework for data collection & use
- Builds capacity for team data analysis
- Ensures availability of resources for team data inquiry

Co-Teach Teams, Grade Teams, Therapeutic Support Team
- Collects data
- Analyzes data
- Designs and adapts universal curriculum

Child Study Team (CST)
- Receives & processes requests for assistance
- Analyzes data
- Proposes intervention and support for staff

Committee on Special Education (CSE/CPSE)
- Evaluations/classification determinations
- Develop and review IEPs

Special Education Team
- Professional collaboration on maintenance of IEPs & 504s
- Professional development and learning to support fidelity in implementation
Realizing the Universal Support Model

How is data collected and used?

- Data analysis and curriculum adaptation is the WORK of the Grade Teams.
- This work is VISIBLE through the data INQUIRY and curriculum development PROCESS.
- Resulting in more than an intervention, but the vehicle for the Universal Support Model.

The data inquiry cycle informs the supports and provides the forum for collaborative curriculum development.

- Benchmark Testing/Other Data Collection
- Team Data Analysis
- Progress Monitoring
- Intervention
- Adaptation of Curriculum
Making Data-Driven Curriculum & Supports Visible

What are the specific activities that involve data?

**Benchmarks Testing**
- AIMSWeb
- F&P Running Record
- 3xs a year: fall, winter and spring

**Team Data Analysis**
- Team curriculum meetings
- Protocol driven
- Whole child approach

**Adaptation to Curriculum**
- Work with consultants
- Invention plans
- Multiple entry points in curriculum maps, units and lessons
- Team focus project

**Intervention/Enrichment**
- WIN Time, lunch support, afterschool help
- Small groups and individualized attention
- General education teacher, specialist, TA or related service provider
- Time-bound

**Progress Monitoring**
- Per intervention plan
- 6-8 week cycles for tier 2 & tier 3
The Benchmark Process

What does data collection LOOK like?

- **Who:** Universal/everyone
- **What:** AIMSWebPLUS, Running records
- **When:** Three times a year
- **How:** Computer and paper based

What does it determine:

Reading levels, rate of progress in specific domains, areas to improve
Data Meetings, Curriculum Adaptations, Interventions

How is data used to personalize instruction?

- Grade Teams have curricular focus and process for data-driven meetings.
- Individual teachers and co-teachers modify lessons and units based on qualitative and quantitative data.
- Child Study Team provides assistance with designing strategies and interventions.
The Individual Student’s Journey

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>AIS</td>
<td>Cutoff announced, scores released, services begin</td>
<td>Fall benchmark</td>
<td>Data Dive</td>
<td>Curriculum adjustments/personalized instruction</td>
<td>Winter benchmark</td>
<td>Data Dive</td>
<td>Curriculum adjustments/personalized instruction</td>
<td>State tests</td>
<td>Data Dive</td>
<td>Curriculum adjustments/class placement meetings</td>
</tr>
<tr>
<td>RtI</td>
<td>Curriculum Baseline</td>
<td>Data Dive</td>
<td>Curriculum Baseline</td>
<td>Data Dive</td>
<td>Curriculum Baseline</td>
<td>Data Dive</td>
<td>Curriculum Baseline</td>
<td>State tests</td>
<td>Data Dive</td>
<td>Curriculum Baseline</td>
</tr>
<tr>
<td>Caregiver Notification</td>
<td>Notification of AIS Status &amp; RtI Watch List (Letter from Principal)</td>
<td>Parent/Teacher Conferences</td>
<td>Concern-based communication</td>
<td>Parent/Teacher Conferences</td>
<td>Parent/Teacher Conferences</td>
<td>Summer Bridge Notification</td>
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*Ongoing communication and collaboration where best practices would dictate*
Fall 2018 Data Points- AIS/RtI

DID AIS IDENTIFICATION ACHIEVE THE INTENDED RESULT?

WHAT IS THE STATUS OF TIERED INTERVENTIONS?

### AIS Identification 2018

**Grades 4-8**

- **Total Students 4-8**: 314
- **Students with Interventions**: 74

<table>
<thead>
<tr>
<th>Mandated AIS</th>
<th>ELA</th>
<th>Math</th>
<th>Total Students 4-8</th>
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<tbody>
<tr>
<td>34</td>
<td>27</td>
<td>21</td>
<td>228</td>
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<tr>
<td>6</td>
<td>3</td>
<td>3</td>
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</tbody>
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### Distribution of Supports: PK-8 Response to Intervention

- **Total Students (District)**: 314
- **Students with Interventions**: 74

- **Tier 1**: 39
- **Tier 2**: 26
- **Tier 3**: 10
- **Total**: 74
Therapeutic Support Center Update

**Planning**
- Weekly planning meetings
- Alignment to NYSED SEL regulations
- Identification & prioritization of SEL improvement targets
- Development of three year project plan

**Training**
- Full staff introduction to DBT
- TSC Team DBT & nonviolent crisis intervention training
- Targeted staff consult

**Implementation**
- Therapeutic Support Program serves 3 students
- Tier 2 support serves 10 students
- Universal access plans in development
- Family/Caregiver Workshops

**Milestone (January)**
- Draft three year project plan
- Begin to turnkey training
- Universal access plan pilot

**Year End Goal (June)**
- Final three-year project plan
- Finish team DBT training, present PD plan for full staff
- Therapeutic continuum defined and ready for full roll out
Realizing the Universal Support Model

Data is used to drive continuous improvement.

- Teams review data points during benchmark intervals
- Data points inform progress toward initiative goals and define next steps in team work
- Weekly reflection on the work/goal alignment allows for proactive adjustments
- Success is not a finite data point, but rather multiple pieces of evidence of student response to interventions.

Sustained Progress toward Initiative Goals

**AY 18-19**

Focus: Universal Curriculum & Tier 1 Supports

- Continued development and adaptations to RtI process.
- Development of curricular enhancements for multiple learning styles and execution of universal support professional development plan.
- Development and enhancement to social/emotional support infrastructure and implementation of counseling initiatives
- Implementation of PK curricular enhancements and professional development plan.
- Needs assessment to determine adaptations of continuum.
QUESTIONS?