



Pocantico Hills Central
School District

Board of Education
Presentation
October 11, 2018

Systems and Programs Update (AIS, Rtl & Therapeutic Support)



LEARNING • ACHIEVEMENT • GROWTH • DIRECTION



Presentation Overview

AGENDA

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How are students identified for support?	3
Which teams engage in data inquiry and analysis and how do they do it?	4
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What is the status of the Therapeutic Support Center?	11
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KEY

Abbreviation	Glossary
Rtl	Response to Intervention
AIS	Academic Intervention Services
BOE	Board of Education
IEP	Individualized Education Program
F&P	Fontas & Pinnell (Running Records)
T1	Tier One (Universal Curriculum/General Education)
T2	Tier Two (Small group supports)
T3	Tier Three (Highly individualized supports)
TSC	Therapeutic Support Center
TSP	Therapeutic Support Program (IEP Program)



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

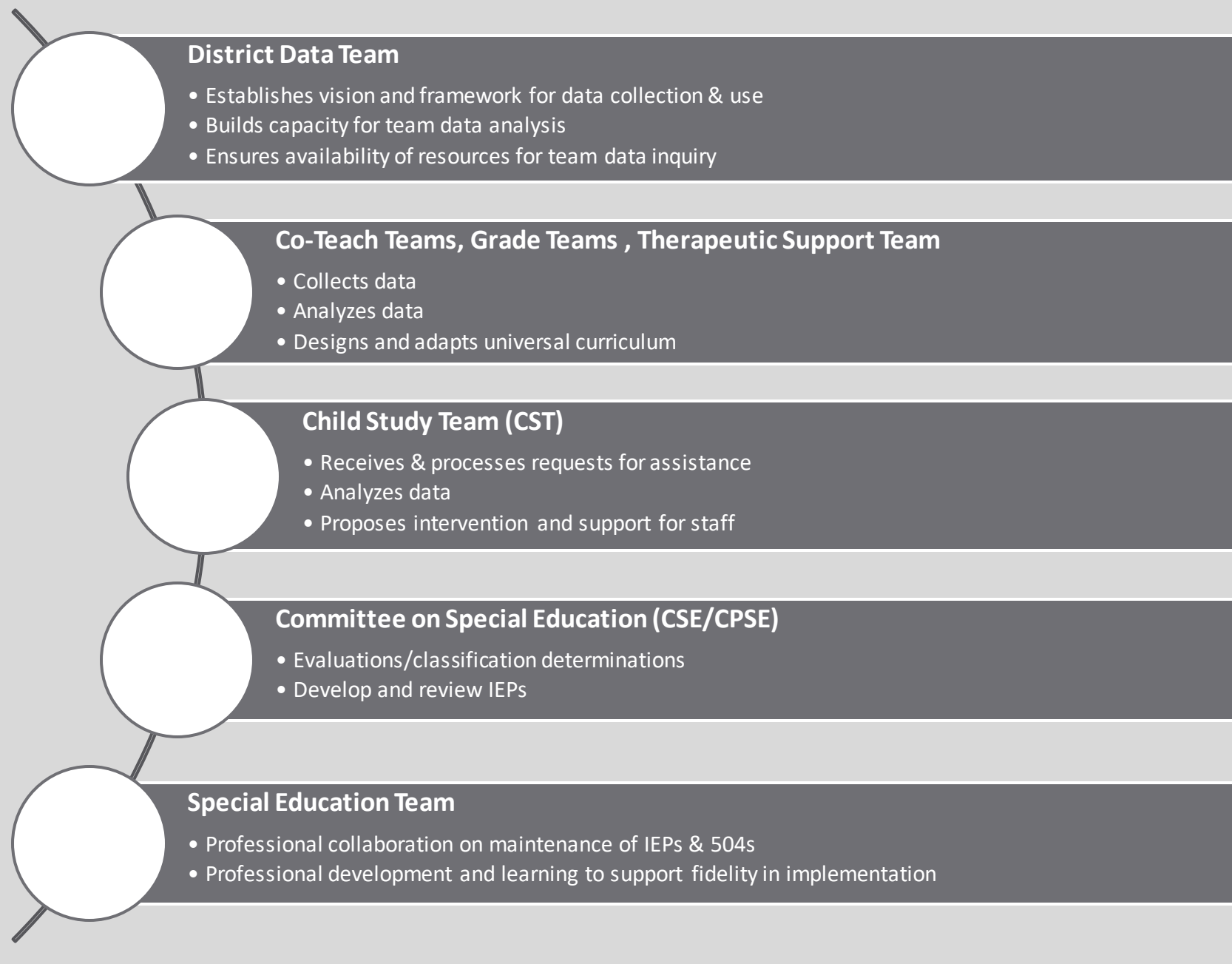
Process	Who	What	When	How	Assignment
AIS Identification	Grades 4-8 that fall below the state cut off on the state exams per BOE approved district practice	T1: Differentiated, strengths based universal curriculum and/or additional support within the general education curriculum	T1: During scheduled WIN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



Realizing the Universal Support Model

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

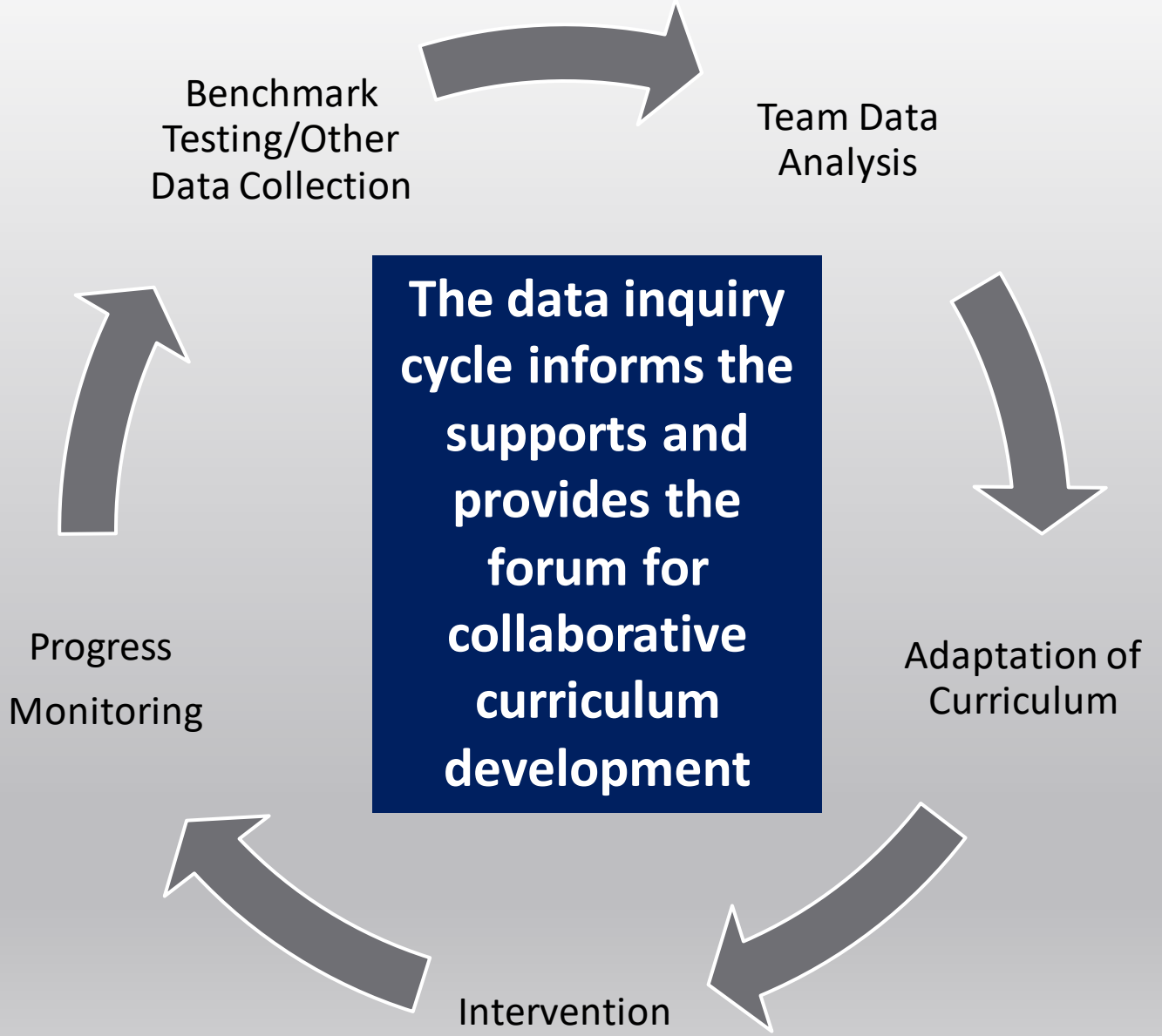
- Professional collaboration happens through a process called DATA INQUIRY.
- Leverage individual team member expertise
- Provides support to promote fidelity in implementation
- Multiple layers of review



Realizing the Universal Support Model

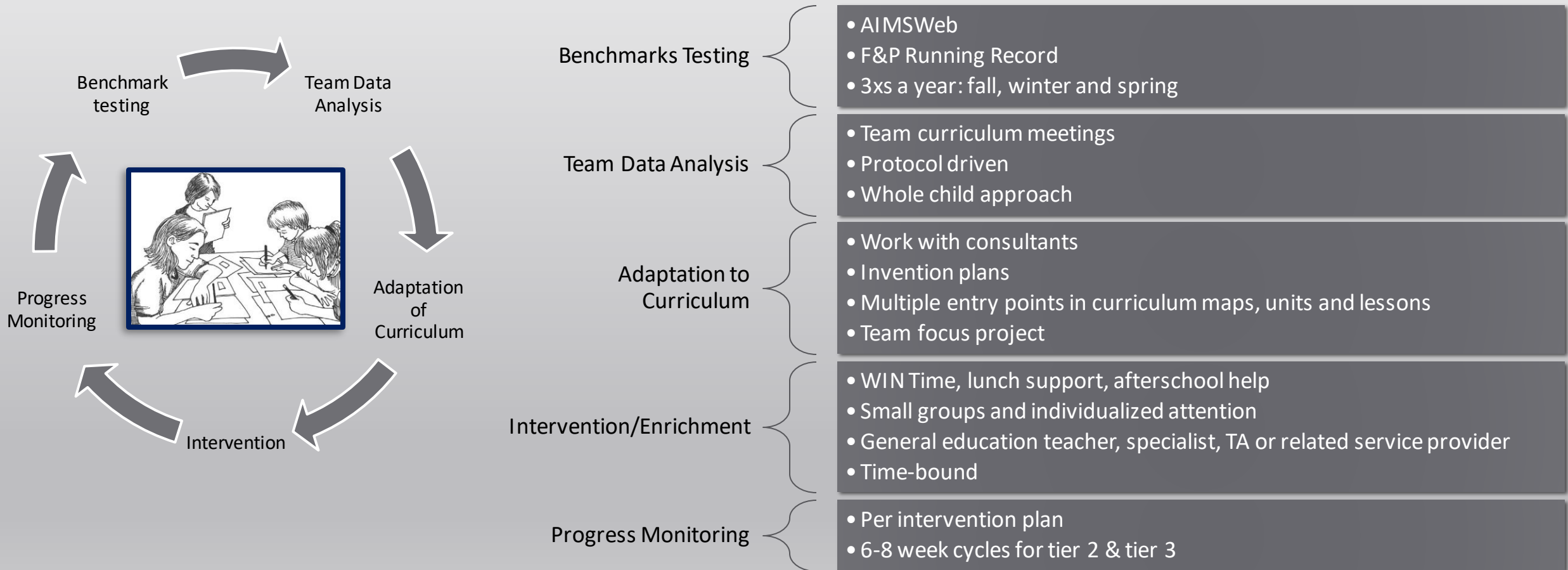
How is data collected and used?

- 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.



Making Data-Driven Curriculum & Supports Visible

What are the specific activities that involve data?



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

Recording Form
Part One: Oral Reading

Summary of Scores:
Accuracy _____
Self-correction _____
Fluency _____
Comprehension _____
Writing _____

Place the book in front of the student. Read the title and introduction.

Introduction: April was reading a book about a dog who rescued a man. She decided to write a letter to her favorite author, Julia Reed. She wanted the author to write a book about her dog, Golden Boy. Read to find out what happened.

Sources of Information Used

Page	Start Time	min.	sec.	Dog Stories Level L, RW: 267, E: 15	Sources of Information Used															
					E	SC	M	S	V	M	S	V								
2	April	1	4	1																
Bailey was reading to her dog, Golden Boy. Her voice got more excited as she read the last few lines.																				
3	Roxy	1	4	1																
to the Rescue is the best book ever!" April told Golden Boy. April was always having Big Ideas, and she had one right then and there.																				
4	I'm	1	4	1																
going to write a letter to Julia Reed to tell her how much I love this book," April said. "Who's Julia Reed?" her brother Scott asked.																				
Subtotal																				

Figure 3 Sample Oral Reading Fluency DRF Screen

aimsweb PLUS Ella Yang ORF, Grade 5, Form 8

Alex loved to visit his Great Aunt Heidi because she had a library filled with books. The library's shelves held books on every subject. There were books on rocks and books on clocks. There were books on mountains and books on fountains. But the one thing that made Aunt Heidi's library really special was the

Figure 4 Sample Concepts & Applications DRF Screen

aimsweb PLUS Sammy Jones CA, Grade K, Form 1, Fall '17

1 Point to each circle and count out loud how many circles in all. Counts aloud from 1 to 6, pointing to a different circle for each number.

2 Which tree is the tallest? B (states or points to correct option)

Early Literacy & Reading

Measure	Acronym	Purpose	PreK- Kindergarten (PreK use K forms)			Grade 1			Grades 2-12 (gr 9-12 use 8 th grade forms)			Time
			Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	
Print Concepts	PC	Screening	✓									~2-3 min
Initial Sounds	IS	Both	✓	✓								~2-3 min
Letter Naming Fluency	LNF	Both	✓	✓	✓							1 min
Phoneme Segmentation	PS	Both (For Gr 1 Monitor with SLA K)		✓	✓	✓						~2-3 min
Letter Word Sounds Fluency	LWSF	Both (For Gr 1 Monitor with SLA K)	✓	✓	✓	✓						1 min
Word Reading Fluency	WRF	Both			✓	✓	✓	✓				1 min
Auditory Vocabulary	AV	Screening	✓	✓	✓	✓	✓	✓				~2-4 min
Nonsense Word Fluency	NWF	Both		✓	✓	✓	✓	✓				1 min
Oral Reading Fluency	ORF	Both				✓	✓	✓	✓	✓	✓	2 stories for screen, 1 min each
Reading Comprehension	RC	Screening							✓	✓	✓	~15-25 min
Vocabulary	VO	Screening							✓	✓	✓	~4-7 min
Silent Reading Fluency (starts at grade 4)	SRF	Both							✓	✓	✓	~4-6 min

*Required for composite

Early Numeracy & Math

Measure	Acronym	Purpose	PreK- Kindergarten (PreK use K forms)			Grade 1			Grades 2-12 (gr 9-12 use 8 th grade forms)			Time
			Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	
Number Naming Fluency	NNF	Both	✓	✓	✓							1 min
Quantity Total Fluency	QTF	Both	✓	✓	✓							1 min
Quantity Difference Fluency	QDF	Both		✓	✓							1 min
Concepts & Applications (Grades K-1)	CA	Screening	✓	✓	✓	✓	✓	✓				~7-12 min
Number Comparison Fluency--Pairs	NCF-P	Both				✓	✓	✓				1 min
Math Facts Fluency--1 Digit	MFF-1D	Both				✓	✓	✓				1 min
Math Facts Fluency--Tens	MFF-T	Both					✓	✓				1 min
Concepts & Applications (Grades 2-12)	CA	Screening							✓	✓	✓	~15-25 min
Number Comparison Fluency--Triads	NCF-T	Both							✓	✓	✓	3 min
Mental Computation Fluency	MCF	Both							✓	✓	✓	4 min

*Required for composite



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.

OneNote Online Curriculum Curriculum Notebook Curriculum Notebook

File Home Insert Draw View Print Tell me what you want to do Open In OneNote Give Feedback To Microsoft

Curriculum Notebook

Curriculum Faculty Me... 3 /4 Team Page

Team Lead Training Se... September 17, 2018

PK-K Curriculum Meeti... September 25, 2018

1-2 Curriculum Meetin... October 4, 2018

3-4 Curriculum Meetin... October 15, 2018

5-6 Curriculum Meetin... October 23, 2018

7-8 Curriculum Meetin... October 31, 2018

Related Arts Curriculu... November 8, 2018

November 19, 2018

November 29, 2018

December 7, 2018

December 17, 2018

January 3, 2019

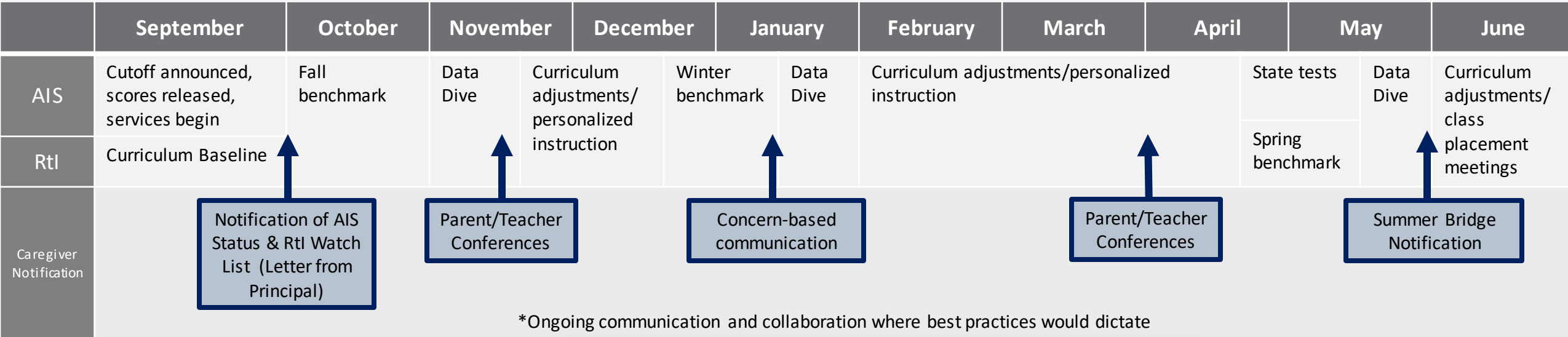
November 8, 2018

Tuesday, September 11, 2018 2:34 PM

Agenda	Minutes
Attendance	
Outcomes	Grade team leads will facilitate collaborative curriculum planning. Teams may choose from a variety of collaborative planning protocols to guide their work.
Facilitator	Team Lead
Topic(s)	Collaborative Curriculum Planning
Action Items	
Request for Support	
Documents & Resources	



The Individual Student's Journey



Academic Intervention Services

October 8, 2018

Parent/Guardian of Sammy Student
123 Pocantico Hills Road
Our Town, NY 12345

Re: Sammy Student

Dear Parent/Guardian,

Academic Interventions Services (AIS) are offered to all students who perform at Levels 1 or 2 on State Exams in English/Language Arts and Mathematics. You may wish to review the results that we previously mailed to you.

The district offers a variety of academic and support services to meet the instructional needs of our students. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the New York State Learning Standards and graduation requirements.

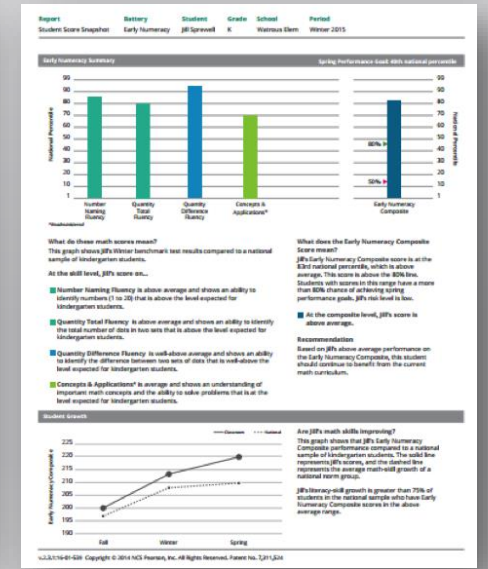
We carefully review the educational programs of each student who scores Level 1 or 2 on the State Assessments. Enclosed with this letter is a Summary of Academic Intervention Services, which is customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's services.

Summary of Academic Intervention Services - 2018-2019
Intervention Status - Active

Student Information			
Name: Sample Student	Birth Date: 01/01/XXX	ID#: 0001223445	Gender: Female
Address:			Home #: 6
Guardian:	Relation: Father		Work#:
Guardian:	Relation: Caregiver		Work#:

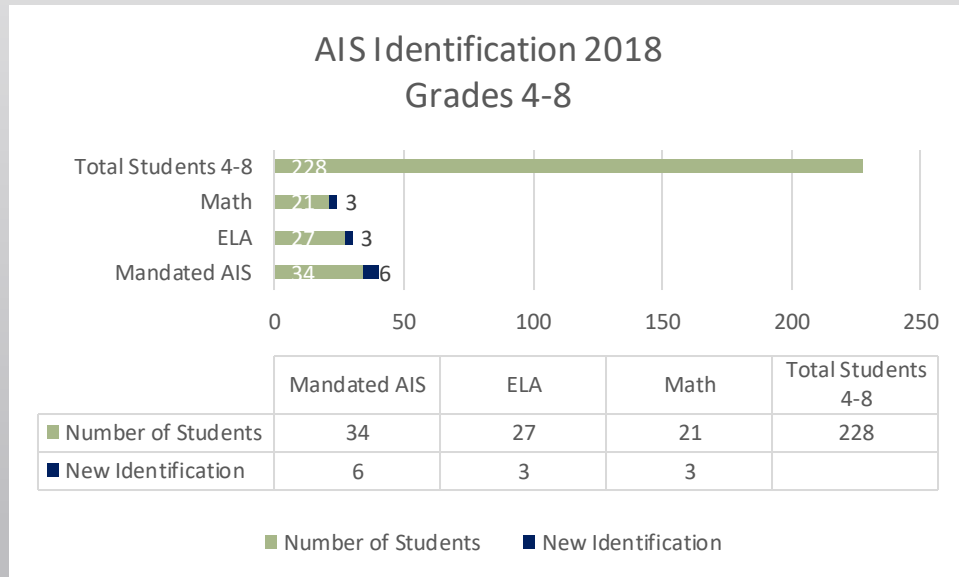
School Year: 2018-2019

1. Intervention or Support Service Information:							School: Pocantico Hills School	Grade: 06
Intervention	Intervention Area	Status	Start Date	End Date	Mode	Freq. Period	Duration	Provider
ELA Instruction	English/Language Arts	Active	10/02/2018	06/25/2019	In Class	1 6 day cycle	30 minutes	General Education Teacher
Tier Level	Case Liaison	Instruction/Support Program						
Tier 1	Specialist	Reading/Language Arts						
Reason For Service								
A Level 1 score was achieved on the New York State ELA.								
Planned Assessment to Monitor Progress Method								
AIMSweb Plus Reading								
Consequence of Not Achieving								
If a middle school student does not achieve the expected performance level in English/Language Arts, Math, Science or Social Studies, the student will be in danger of failing and may not possess the basic skills necessary to be successful in high school.								
Intervention Curriculum								
Provider will utilize strategy groups to address deficiencies in state ELA standards.								

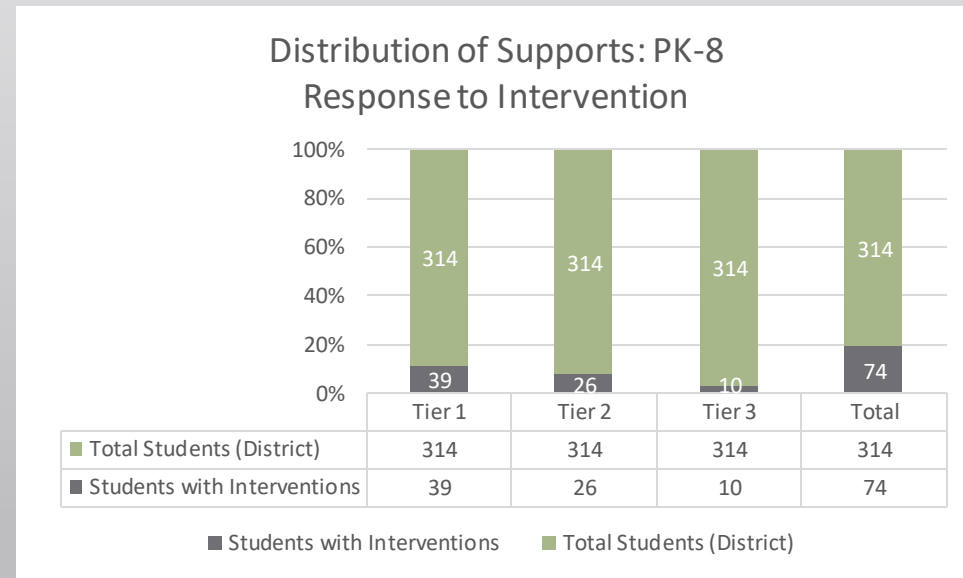


Fall 2018 Data Points- AIS/RtI

DID AIS IDENTIFICATION ACHIEVE THE INTENDED RESULT?



WHAT IS THE STATUS OF TIERED INTERVENTIONS?



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 UPK curricular enhancements and professional development plan.
- Needs assessment to determine adaptations of continuum.





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QUESTIONS?



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