Pocantico Hills Central School District

Board of Education Presentation
October 11, 2018

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

LEARNING · ACHIEVEMENT · GROWTH · DIRECTION

Presentation Overview

KEY

Abbreviation	Glossary
RtI	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.
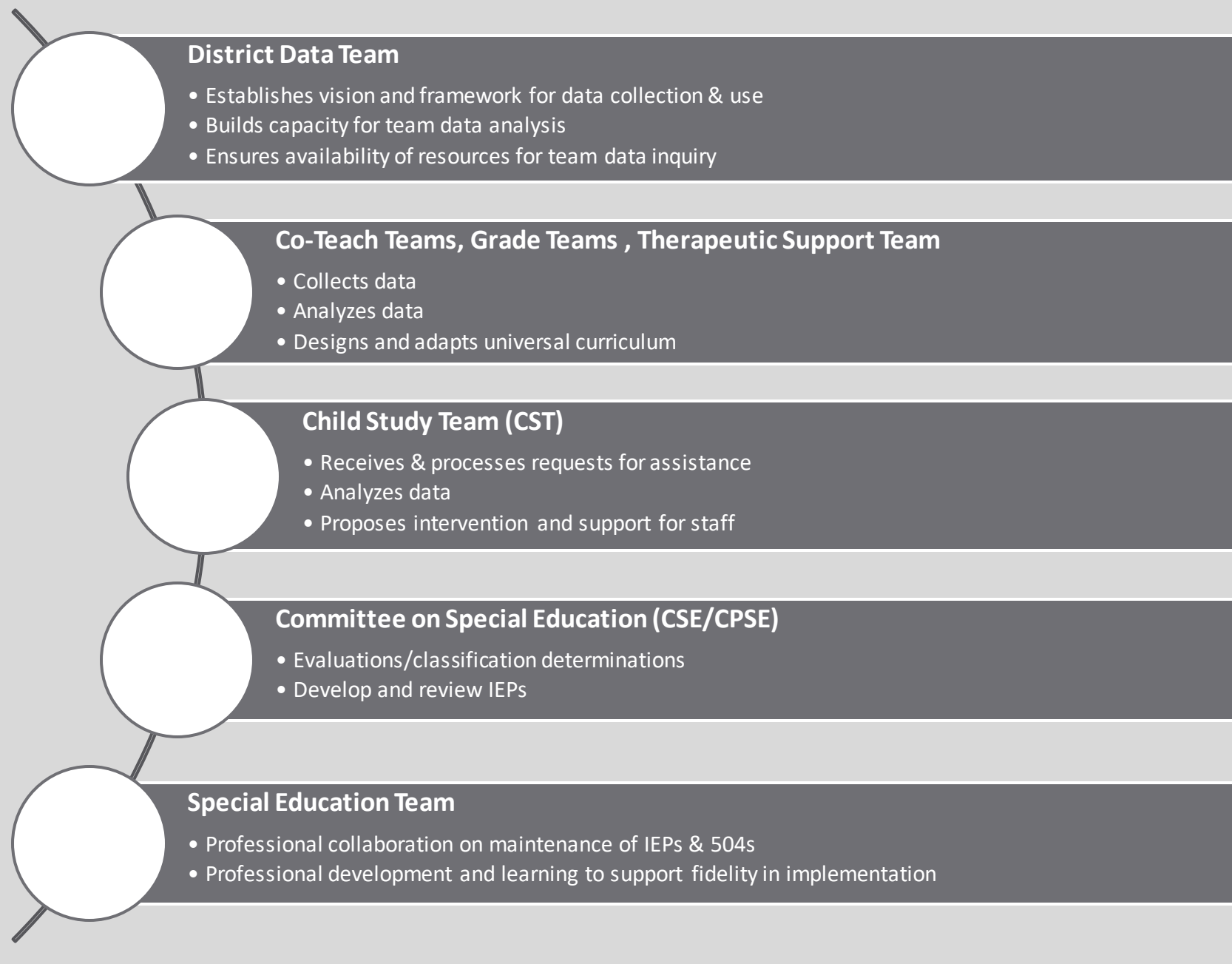
How Students Receive Support					
Process	Who	What	When	How	Assignment
AIS Identification	Grades 4-8 that fall below the state cut off on the state exams per BOE approved district practice	T1: Differentiated, strengths based universal curriculum and/or additional support within the general education 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
RtI 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	T2: Specialist, teaching assistant with specialized training, related service provider 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

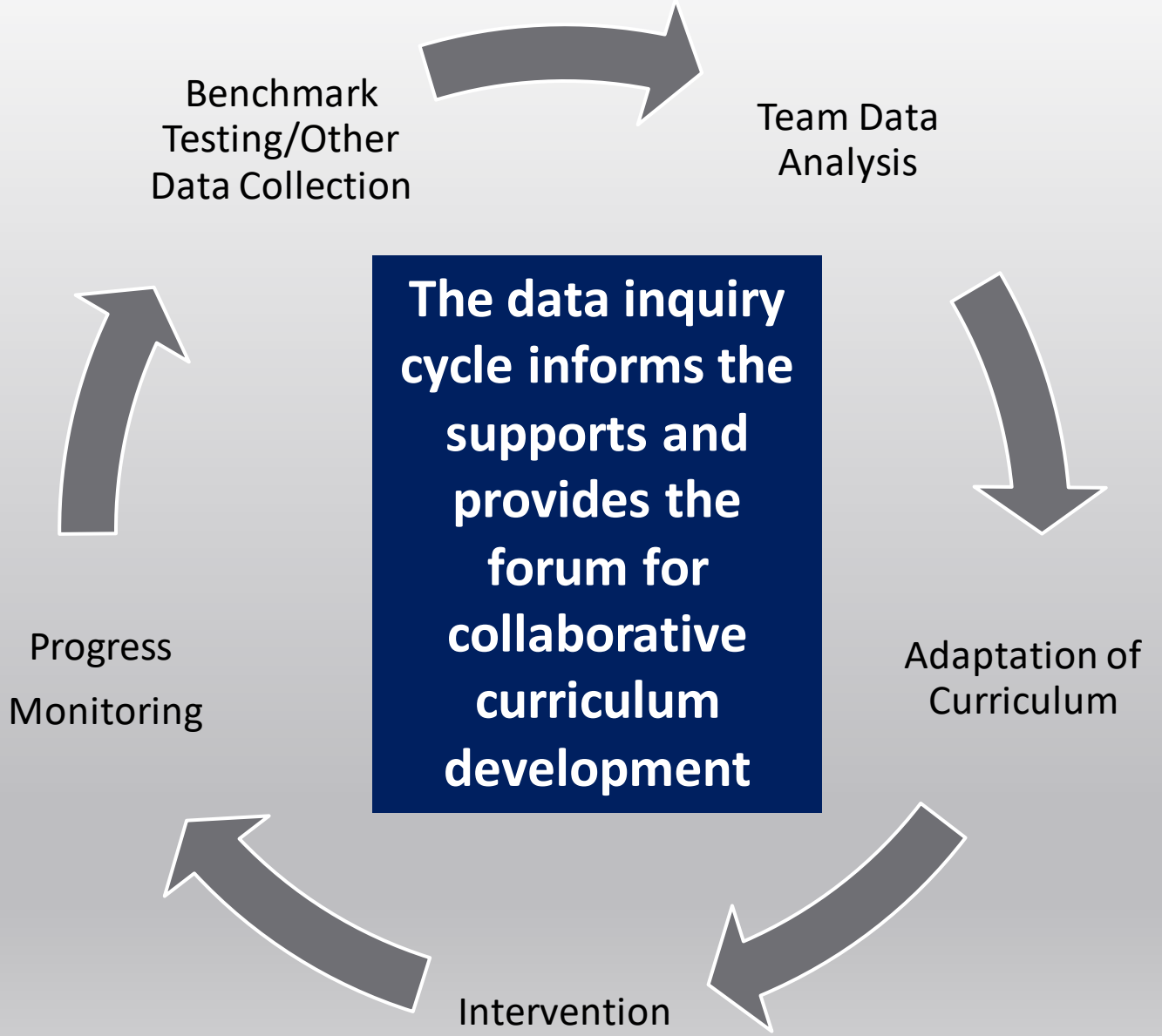*Which teams engage in DATA INQUIRY and analysis and HOW do they do it?*

- Professional collaboration happens through a process called DATA INQUIRY.

- Leverage individual team member expertise

- Provides support to promote fidelity in implementation
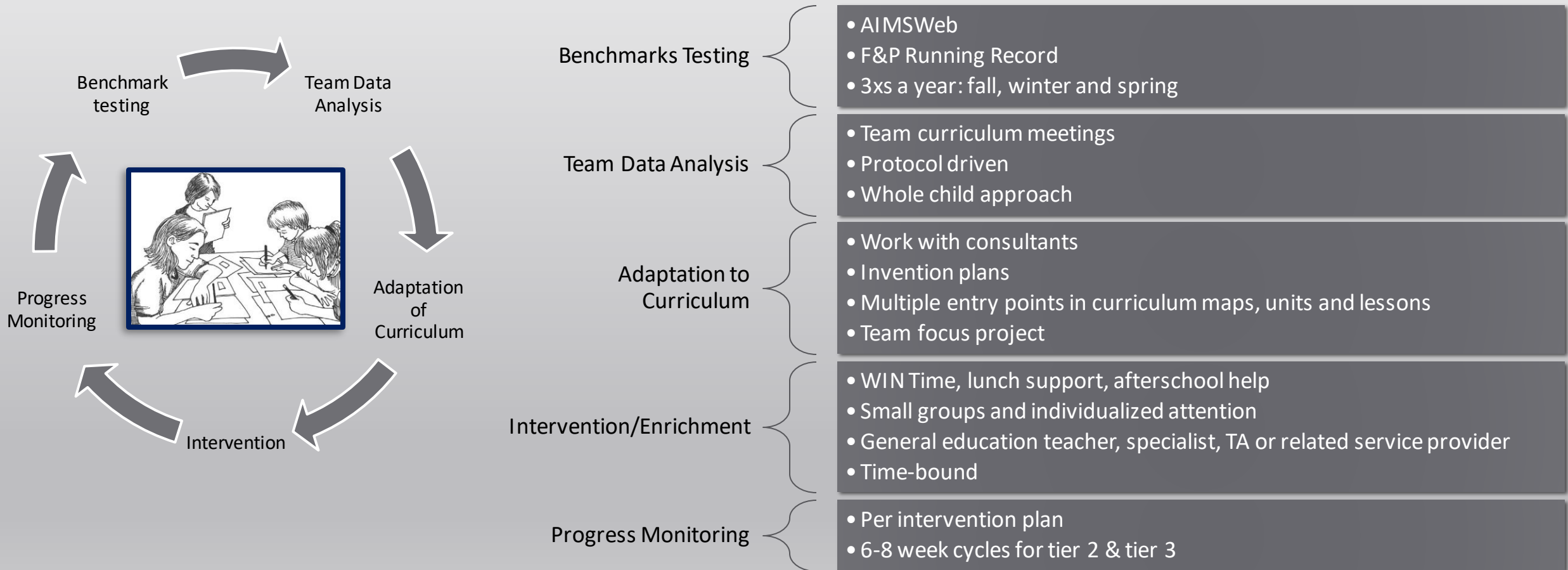
- Multiple layers of review

Child Study Team

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.

Benchmark Testing/Other Data Collection

Team Data Analysis

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

Adaptation of Curriculum

Progress Monitoring

Intervention

Making Data-Driven Curriculum & Supports Visible
What are the specific activities that involve data?

Benchmark testing → **Team Data Analysis** → **Adaptation of Curriculum** → **Intervention** → **Progress Monitoring** → (cycle)

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

Recording Form
Part One: Oral Reading

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

Figure 3 Sample Oral Reading Fluency DRF Screen

Figure 4 Sample Concepts & Applications DRF Screen

Early Literacy & Reading

Early Numeracy & Math

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

	September	October	November	December	January	February	March	April	May	June
AIS	Cutoff announced, scores released, services begin	Fall benchmark	Data Dive	Curriculum adjustments/ personalized instruction	Winter benchmark	Data Dive	Curriculum adjustments/personalized instruction	State tests / Spring benchmark	Data Dive	Curriculum adjustments/ class placement meetings
RtI	Curriculum Baseline									

Caregiver Notification:
- Notification of AIS Status & RtI Watch List (Letter from Principal)
- Parent/Teacher Conferences
- Concern-based communication
- Parent/Teacher Conferences
- Summer Bridge Notification

*Ongoing communication and collaboration where best practices would dictate

Academic Intervention Services

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

October 8, 2018

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.
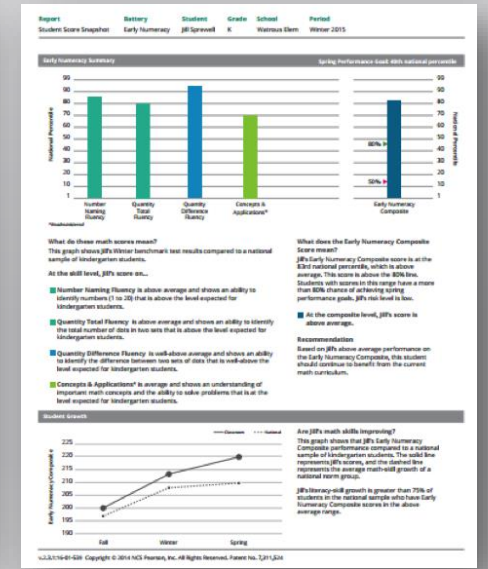
We carefully review the educational programs of each student who scores Level 1 or 2 on the State Assessments. Enclosed with this letter is a Summary of Academic Intervention Services, which is customized to give instructional and/or other types of assistance to support your child. We have made a thorough 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

Fall 2018 Data Points- AIS/RtI

DID AIS IDENTIFICATION ACHIEVE THE INTENDED RESULT?

AIS Identification 2018
Grades 4-8

	Mandated AIS	ELA	Math	Total Students 4-8
■ Number of Students	34	27	21	228
■ New Identification	6	3	3	

■ Number of Students ■ New Identification
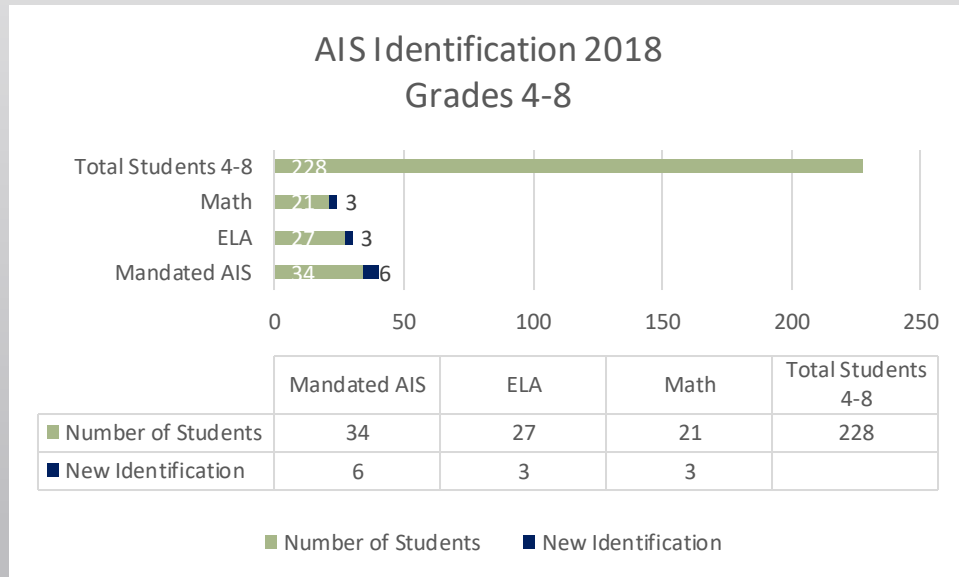
WHAT IS THE STATUS OF TIERED INTERVENTIONS?

Distribution of Supports: PK-8
Response to Intervention

	Tier 1	Tier 2	Tier 3	Total
■ Total Students (District)	314	314	314	314
■ Students with Interventions	39	26	10	74

■ Students with Interventions ■ Total Students (District)
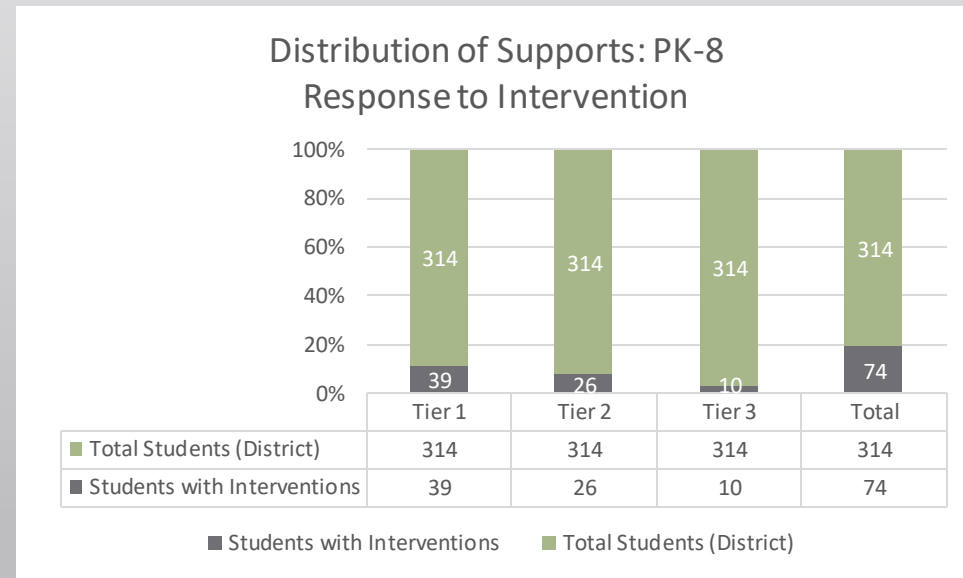
Therapeutic Support Center Update

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?