Social & Emotional Learning: Systems of Support

Board of Education Presentation
May 8, 2018
Every Student Succeeds Act (ESSA)
The Responsive, Supportive and Welcoming Mandate

In Pocantico, we are meeting this mandate and working toward our mission through multiple District priorities and initiatives.

**The State Plan**

**EVERY STUDENT SUCCEEDS ACT: SUPPORTING ALL STUDENTS**

**The Big Picture**

New York State believes that the highest levels of learning can occur when students and educators learn and teach in environments that are safe, culturally and linguistically responsive, supportive, and welcoming to all.

**To Ensure Learning for All, New York State will:**

Support districts and schools in creating conditions that maximize all student learning, especially for youth of color, LGBTQ youth and youth with disabilities, through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior while promoting and understanding diverse cultural characteristics, positive disciplinary practices, improving school climate, and providing students with social-emotional support.

**Our Mission Statement**

The Pocantico Hills School staff believes that each student is a complex and unique person. We are committed to helping our children realize their complete personal potential – academic, creative, physical and emotional. We will ask the students to stretch themselves and help them to discover the rewards of working hard.

**District Priorities**

- Universal Support
- Emotional Intelligence
- Rigorous Curriculum Aligned to Standards
- Global Connections
- Inquiry Based Learning/Technology Integration
- Distributed Leadership & Accountability

**The Initiatives**

**Activities, Policies and Strategies**

- **Promotion & Understanding Diverse Cultural Characteristics**
  - Diversity Committee
  - Culturally Competent Data Analysis and Curriculum

- **Positive Disciplinary Practices**
  - Discipline with Dignity
  - Restorative Practices
  - Updated Code of Conduct

- **Improving School Culture**
  - The Charter
  - Yale Emotional Intelligence
  - Teams and Collaborative Planning

- **Social-Emotional Support**
  - Expansion of Clinical Counseling
  - Therapeutic Support
  - Expansion of Social & Emotional Curriculum
  - Community Connections
Statistics at a Glance

- 63% of students are proficient in ELA and 70% are proficient in Math
- 22% of children in Pocantico have an IEP, 76% of whom are served in district
- 23% of students are economically disadvantaged
- Over 50% are non-white or Hispanic
- Less than 1% are homeless
- There are no migrant students
- 30% of students with an IEP or a 504 have attentional issues, which exceeds the national average of children with ADHD.
- 3% of students are English Language Learners

In Pocantico, classrooms are filled with students who:

- have different needs
- come from different educational backgrounds
- have different attention spans and interests
- have different language abilities
- have different cultural backgrounds

To ensure learning for all, New York State directs districts to “create conditions that maximize learning for all students.” Pocantico does this in part through the Universal Support Model.
Universal Support Model

Social/Emotional Supports and Discipline

The shift from a deficit model to a universal support model integrates multiple initiatives that drive student outcomes.
The Promotion of Social & Emotional Wellbeing in Pocantico

The Cycle of Social & Emotional Supports

Student’s Experience

Situational & Environmental Factors (Home & School)

Social Interactions & Emotional State

Academic Performance

BEHAVIORS

POSITIVE BEHAVIOR
• Available to Learn
• Emotional Regulation
• Positive Social Interactions

NEGATIVE BEHAVIOR
• Unavailable to Learn
• Emotional Dysregulation
• Negative Social Interactions

Universal Social/Emotional Supports (Tier 1)

Intermediate Therapeutic Support (Tier 2)

Ongoing Therapeutic Support (Tier 3)

MULTIPLE TIERED SYSTEM OF SOCIAL & EMOTIONAL SUPPORT

PARALLEL SYSTEMS OF BEHAVIORAL SUPPORT

Restorative Practices

Discipline with Dignity

Code of Conduct

SYSTEM OF STUDENT ACCOUNTABILITY

IDENTIFICATION

CRISIS INTERVENTION
Every Student Succeeds Act: Supporting All Students

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In Pocantico, the addition of restorative practices and discipline with dignity will:
• reduce the exclusive reliance on the punitive and exclusionary practices of the code of conduct and
• result in a more balanced and healthy response to a full spectrum of inappropriate behaviors.
## Where we are headed: Balanced Behavioral Supports

### Discipline with Dignity

**Building the Capacity to Manage Classrooms with Positive Discipline**
- Classroom and building behavioral norms are consistent with established expectations
- Common vocabulary and practices around behavioral norms
- Developmentally appropriate and progressive discipline, including collaborative problem-solving.
- Tracking, recording and monitoring to determine interventions and levels of accountability.

### Restorative Practices

**Strengthening the Social Relationships and Connections**
- Application of preventive strategies and models of conflict resolution and mediation, i.e. the Blueprint
- Culturally responsive decision-making and interventions.
- Explicit teaching of empathy and kindness.

### Code of Conduct

**Respecting that Negative Behaviors have Consequences**
- Broad understanding of the Code of Conduct, alignment and consistent reinforcement of classroom rules and expectations.
- Consequences are personalized not necessarily prescriptive
- Structures address conflict and hold students accountable for poor decision-making.

### WHAT IS NEEDED

- Consistent expectations that are universally understood and reinforced with fidelity and flexibility.
- Social-emotional learning established as a critical component of students’ educational experience and is embedded in classroom instruction and building routines and structures.
- Students demonstrate an understanding of and are held accountable for meeting standards of behavior.
Parallel Systems of Behavioral Support
The Inter-Dependency of Pocantico’s Accountability and Support Systems

The Multiple Tiered System of Support:
- Provides data about student behaviors to inform the system of accountability
- Supports students to navigate in and interact with the system of accountability
- Recognizes and develops social & emotional wellbeing

The System of Accountability:
- Leverages data about student behaviors to enforce responsive and equitable consequences
- Provides students and staff with behavioral standards and structure.
- Ensures consequences for negative behaviors

Diagram: Parallel Systems of Behavioral Support

- Universal Social/Emotional Supports (Tier 1)
- Intermediate Therapeutic Support (Tier 2)
- Ongoing Therapeutic Support (Tier 3)

Venn Diagram:
- Discipline with Dignity
- Code of Conduct
- Restorative Practices

Table:
<table>
<thead>
<tr>
<th>MULTIPLE TIERED SYSTEM OF SOCIAL &amp; EMOTIONAL SUPPORT</th>
<th>SYSTEM OF STUDENT ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARALLEL SYSTEMS OF BEHAVIORAL SUPPORT</td>
<td></td>
</tr>
</tbody>
</table>
The Cycle of Social & Emotional Supports at Pocantico

**Student's Experience**

- Situational & Environmental Factors (Home & School)
- Social Interactions & Emotional State
- Academic Performance

**Behaviors**

**Positive Behavior**
- Available to Learn
- Emotional Regulation
- Pro-Social Interactions

**Negative Behavior**
- Unavailable to Learn
- Emotional Dysregulation
- Ineffective Social Interactions

**Universal Social & Emotional Support**

- **Universal Social/Emotional Supports (Tier 1)**
- **Intermediate Therapeutic Support (Tier 2)**
- **Ongoing Therapeutic Support (Tier 3)**

**Multiple Tiered System of Social & Emotional Support**

**Parallel Systems of Behavioral Support**

- **Restorative Practices**
- Discipline with Dignity
- Code of Conduct

**Crisis Intervention**
ESSA & Pocantico’s Parallel System of Behavior Supports

Enhancing Social & Emotional Support

EVERY STUDENT SUCCEDES ACT:
SUPPORTING ALL STUDENTS

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In Pocantico, the enhancement of social and emotional supports will:

- Promote the understanding of diverse student characteristics through data-driven decision making
- Support students in positive social interactions
- Provide a therapeutic structure to assist students through emotional dysregulation
- Build the capacity of students to be available to learn and the capacity of teachers to be available to teach.
An essential component of the District’s Universal Support Reform is the stabilization and expansion of a sustainable social/emotional support infrastructure.

**2017-2018**
Focus: Developing Systems & Processes
- Create OSS Operating Manual
- Develop and implement MTSS (RtI) Process
- Conduct universal supports curriculum needs assessment to determine areas for curricular enhancement and professional development.
- Stabilize Social/Emotional support infrastructure; needs assessment to drive project plan for counseling initiatives
- Conduct UPK needs assessment to determine areas for curricular enhancement and professional development plan.

**2018-2019**
Focus: Enhancing Universal Curriculum & Tier 1 Supports
- Continue development and adaptations to MTSS (RtI) process.
- Develop curricular enhancements for multiple learning styles and execution of universal support professional development plan.
- Develop and enhance social/emotional support infrastructure and implementation of counseling initiatives
- Implement UPK curricular enhancements and professional development plan.
- Conduct needs assessment to determine adaptations of continuum.

**2019-2020**
Focus: Enhancing Continuum & Tiers 2 and 3 Supports
- Monitor and adapt universal support curricular enhancements
- Sustain Implementation of Universal Curriculum Project Plan Y2
- Sustain and adapt social/emotional infrastructure and counseling initiatives
- Sustain Implementation of UPK Project Plan Y2

**SUMMER 2020**
THREE-YEAR BENCHMARK DATA POINT
Extent and type of referrals to system and evidence of fidelity in implementation of the underlying process.

Large scale review of progress toward long term goals
Students will be more supported in pro-social behaviors and emotional regulation; and therefore available to learn in a safe and nurturing environment, resulting in fewer and less severe referrals to the behavioral support systems.

Adjustment & refinement of priorities
2017-2018 Focus: Developing Systems & Processes
Identification of the Needs & Stabilization of Supports

Needs Assessment
- The social/emotional supports were uneven and often reactive because systems were acting in isolation with insufficient resources.

Identification of the Problem
- The system of social and emotional supports must be more responsive to the social and emotional development needs of Pocantico’s students by providing all students with equitable access to a proactive system of supports.

Stabilization of Supports
- Form Team
- Update/Integrate Identification Process
- Staff Support
- Student Support
- Define baseline supports

Develop Plan of Action
- Through the stabilization process, the new team has come to consensus on how to move forward.
### PROBLEM OF PRACTICE:
The system of social and emotional supports must be more responsive to the social and emotional development needs of Pocantico’s students by providing all students with equitable access to a proactive system of supports.

### PRIORITY:
Transition from reactive interventions (deficit model) to a proactive system (universal support model) of social and emotional supports that promotes the learning and wellbeing of all Pocantico students.

### PLAN:
Design and develop a system of supports which enhances the capacity of all staff to implement cohesive programming that utilizes best practices for proactive, data-driven interventions.

### IMMEDIATE GOAL:
Begin implementation of an updated system of social and emotional supports that is responsive to the actual needs of Pocantico’s students.

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### Transition to Proactive Social & Emotional Supports

#### Domain

- **Priority**
- **Resources**

#### Focus

- **Program Planning & Cohesive Initiatives**
- **Interventions**
- **Staff & Capacity**

#### Proposed Actions

- **Programming**
  - Inventory & align existing programs
  - Expand social & emotional continuum
  - Develop new mandated curriculum
  - Define guidance functions
  - Normalize mandated and non-mandated counseling program
  - Formalize proactive identification & referral
  - Implement clinical practices such as DBT/CBT
  - Norm progress monitoring practices
  - Update protocols for crisis intervention

- **Resources**
  - Expand team with supervising psychologist and elementary counselor
  - Develop individual staff goals that target specific areas for growth
  - Create Focus Committees with clear directives for outcomes (CST, TSP, RIU)
  - Enhance pedagogical staff consult practices
The purpose of the therapeutic programming is to provide equitable access to proactive social and emotional supports within the academic context.

Four Domains of Social & Emotional Supports at Pocantico:
1. Counseling Program
2. Social Emotional Curriculum
3. Community Connections
4. Therapeutic Support Center
• All students in Pocantico have access and exposure in multiple contexts of the learning community.
• The curriculum is progressive and vertically aligned.
• All staff play a role in implementation.
• There is a clear connection to the curriculum and the tone and culture of the District.
• The curriculum is skills based.
### Program Planning and Cohesive Initiatives
**The Counseling Program**

<table>
<thead>
<tr>
<th><strong>Transition Counseling</strong></th>
<th><strong>Crisis Intervention</strong></th>
<th><strong>Non-Mandated Counseling</strong></th>
<th><strong>Mandated Counseling</strong></th>
<th><strong>Family/Caregiver Consult</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New to Pocantico or transitioning to partner high school</td>
<td>Responsive to a specific and intense event of emotional dysregulation</td>
<td>Part of the Multiple Tiered Support System (RtI)</td>
<td>Part of an Individual Education Plan (IEP) or Section 504 Plan</td>
<td>To facilitate carryover of counseling supports from the school to home environment</td>
</tr>
<tr>
<td>Temporary</td>
<td>Temporary and Immediate</td>
<td>Time-bound</td>
<td>Ongoing</td>
<td>Ongoing, timebound or temporary</td>
</tr>
<tr>
<td>Threshold Service</td>
<td>Threshold Service</td>
<td>Progress Monitored</td>
<td>Progress Monitored</td>
<td>Concurrent Service</td>
</tr>
<tr>
<td>Traditional Guidance Function</td>
<td>Protocol Driven</td>
<td>Clinically based</td>
<td>Clinically based</td>
<td>Clinically based</td>
</tr>
<tr>
<td>10-15% of Students received TC in 17-18</td>
<td>5-10% of Students received CI in 17-18</td>
<td>18% of Students received NMC in 17-18</td>
<td>8% of Students received MC in 17-18</td>
<td>1% received formal consult in 17-18</td>
</tr>
</tbody>
</table>
Program Planning and Cohesive Initiatives
Transition to Proactive Counseling Program

**Immediate Goals**
- Reduce need for Crisis Intervention through proactive identification and support
- Provide enhanced access to counseling in line with best practices
- Move to progressive supports that lead to self-sufficiency

**Skills Targeted:**
- Self-Advocacy
- Self-Regulation
- Coping
- Mindfulness
- Conflict Management
- Self-Awareness

**Tiered Supports**
- Counseling as part of the MTSS System
- Data-driven referrals & progress monitoring

**Clinical Model**
- Dialectical Behavior Therapy, Cognitive Behavior Therapy, Play Therapy
- Conflict Resolution
- Practical, problem solving approach

**Team Approach**
- Supervisor Student Supports, Psychologist, guidance counselors, consultants
- Participation in other school/district-wide teams
- Collaboration with outside service providers

**Accountability**
- Streamlined progress monitoring
- Goal driven interventions
- Student outcomes (behavioral & academic)

**Professional Development**
- Strategic partnerships (BOCES, Pace, other organizations)
- Inhouse expertise
- Turn-key model

**Parent/Caregiver Involvement**
- Consistent and open lines of communication
- Collaborative, problem solving approach

**Immediate Goals**
- Reduce need for Crisis Intervention through proactive identification and support
- Provide enhanced access to counseling in line with best practices
- Move to progressive supports that lead to self-sufficiency

**Skills Targeted:**
- Self-Advocacy
- Self-Regulation
- Coping
- Mindfulness
- Conflict Management
- Self-Awareness
Program Planning and Cohesive Initiatives
What is Needed: Therapeutic Support Center (Proposed)

The therapeutic support center will house the primary functions of the behavior support system.

<table>
<thead>
<tr>
<th>Morning Makerspace</th>
<th>Therapeutic Support Program</th>
<th>Restorative Practices</th>
<th>Pop-Up TSP</th>
<th>Community Outreach</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available to all students on need basis</td>
<td>Part of an Individualized Education Program or Section 504 Plan</td>
<td>Available to all members of learning community</td>
<td>Available to all classrooms as needed</td>
<td>Available to all members of learning community</td>
<td>Administrators, teachers, support staff</td>
</tr>
<tr>
<td>Temporary or ongoing</td>
<td>Ongoing</td>
<td>Temporary or ongoing</td>
<td>Temporary</td>
<td>Temporary or ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Facilitate and support transitions to learning community</td>
<td>Goal driven, progress monitored</td>
<td>Integration of restorative practices into the student accountability system</td>
<td>Tone and culture development and reset</td>
<td>Home/school partnerships, parent/caregiver education and support</td>
<td>Implementation of behavior support system</td>
</tr>
<tr>
<td>MAKetherapy and clinically based interventions</td>
<td>Academic and clinically based interventions</td>
<td>Research based practices</td>
<td>Makertherapy and clinically based interventions</td>
<td>Workshops, well visits, consults</td>
<td>Research based practices</td>
</tr>
<tr>
<td>Standards-aligned passion projects</td>
<td>Standards-aligned instruction and behavior support</td>
<td>Conflict prevention, resolution and healing</td>
<td>Standards-aligned projects and activities</td>
<td>Facilitation of support carry-over from school to home environment</td>
<td>Workshops, team consultations, learning walks, individualized skill development</td>
</tr>
</tbody>
</table>
Partnerships with families/caregivers and the greater community are an essential component to the overall effectiveness of the behavior support system.
2017-2018 Focus: Developing Systems & Processes

Identification, Intervention & Targeted Outcomes

Multiple Tiered Support System (RtI)

**ACADEMIC SYSTEMS**

- Tier 1/Universal Interventions 80-90%
  - All Students
  - Preventive, Proactive

- Tier 2/Secondary Interventions 5-15%
  - Some Students (At-Risk)
  - High Efficiency
  - Rapid Response
  - Small Group Interventions
  - Some Individualizing

- Tier 3/Tertiary Interventions 1-5%
  - Individual Students
  - Assessment-Based
  - High Intensity

**BEHAVIORAL SYSTEMS**

- Tier 1/Universal Interventions 80-90%
  - All Settings, All Students
  - Preventive, Proactive

- Tier 2/Secondary Interventions 5-15%
  - Some Students (At-Risk)
  - High Efficiency
  - Rapid Response
  - Small Group Interventions
  - Some Individualizing

- Tier 3/Tertiary Interventions 1-5%
  - Individual Students
  - Assessment-Based
  - Intensive, Durable Procedures

**Students Receiving Interventions (AIS, RtI, 504, IEP Combined)**

<table>
<thead>
<tr>
<th>Year</th>
<th>PK</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>8</td>
<td>20</td>
<td>34</td>
<td>19</td>
<td>17</td>
<td>10</td>
<td>20</td>
<td>12</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>2018</td>
<td>19</td>
<td>13</td>
<td>9</td>
<td>20</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>10</td>
<td>18</td>
<td>10</td>
</tr>
</tbody>
</table>

*A shift in student data analysis will contemplate the relationship between behavior and academic performance and inform how a student moves through the behavior support system.*

*Proactive universal supports should reduce the number of tier 2 and tier 3 interventions over time.*
TIERED SUPPORTS

- IST Meetings in Tiers 1-3
- CST Meeting threshold to Disability Classification pursuant to IDEA.
- TIME BOUND, DATA DRIVEN
- Goal is to exit from the bottom- not the top.
- Includes academic and behavior
- Tier 1 is the social & emotional curriculum
- Analysis of intersection of behavior and academic progress.
- REQUIRES GROWTH MINDSET and REJECTS DEFICIT MENTALITY
- Practitioners must be reflective & culturally competent
2017-2018 Focus: Developing Systems & Processes

Staff and Capacity

Administration
- Superintendent
- Principal
- Director of Curriculum
- Supervisor Support Services

Emotional Intelligence
- Strategic Partnerships
- Behavior Support Systems & Leadership

Guidance Team
- Psychologist
- Guidance Counselors
- Behavior Consultant
- TSP Teacher (Proposed)

Emotional Intelligence
- Advanced Clinical Practices
- Playworks/Project Adventure/Second Step

Pedagogical Staff
- Classroom Teachers
- Related Service Providers

Emotional Intelligence
- Discipline with Dignity
- Clinical Practices adapted for Classroom Management

Support Staff
- Teaching Assistants
- Teaching Aids
- Office Staff

Emotional Intelligence
- Discipline with Dignity
- Playworks/Project Adventure/Second Step

Through the team process, professional development will result in:

- COMMON LANGUAGE
- COMMON PRACTICES
- OPEN DIALOGUE
- COORDINATED INTERVENTIONS
## Universal Supports

### Professional Development Cycle

#### Capacity Building and Social/Emotional Supports: Leading the Charge

| Leadership team data analysis cycles  | • Instructional retreats establish big picture  
| Administrator PD                     | • Weekly cabinet meetings target specific areas  
|                                     | • Administrators attend professional development and seek strategic partnerships |

**Strengthen capacity to implement practices through distributed leadership**

| • Teachers meet with consultants, psychologist, guidance team  
| • Teacher leaders turnkey best practices  
| • Guidance Counselors model supports in context  
| • Grade and vertical teams engage in learning walks and critical friends protocols  
| • Attend outside professional development |

**Direction, resources and encouragement for performance, skill development**

| • Observation cycles  
| • Targeted support for teams working with high risk populations/high performing populations |

**Feedback on program outcomes**

| • Benchmark and year-end progress monitoring  
| • Systems audit |

**School-wide data analysis**

| • Benchmark data meetings  
| • RtI tier meetings  
| • Special Education team meetings  
| • Curriculum/Leadership meetings  
| • Full faculty meetings |

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**Leadership Team**

- Examine data to modify and improve Universal Supports

**Adaptions to strengthen capacity so staff is better able to implement practices with fidelity**

**Provide frequent feedback to staff on program outcomes through curriculum and leadership team meetings**

**Provide staff with adequate direction, resources, and encouragement for performance and skill development**

**Share school-wide data with staff through regular curriculum & leadership team meetings**

**Cycle of Growth**

- **Academic and behavior program adjustments to address weakness in implementation**

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**Cycle of Growth**
# Universal Supports: Social & Emotional Supports

## Accountability & The Benchmark Data Points

## FIDELITY OF IMPLEMENTATION

Is it being done reliably and properly?

<table>
<thead>
<tr>
<th>Audit &amp; monitor academic programs</th>
<th>Goals &amp; objectives</th>
<th>Assessments</th>
<th>Instructional practices</th>
<th>Instructional time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aud &amp; monitor behavioral supports</td>
<td>School-wide support system</td>
<td>Non-classroom management systems</td>
<td>Classroom management systems</td>
<td>Restorative practices and personalized interventions</td>
</tr>
</tbody>
</table>

## STUDENT OUTCOMES

Is it achieving the intended purpose?

<table>
<thead>
<tr>
<th>Academic Outcomes</th>
<th>• % of Students are successful as measured by results of benchmark and summative assessments. • % of students stay at this level throughout the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Outcomes</td>
<td>• % of Students are successful as measured by referrals and behavior system supports • % of students stay at this level throughout the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Data</th>
<th>End of 1st Semester</th>
<th>End of 2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students with 0-1 behavioral referrals</td>
<td>Previous spring data</td>
<td>Winter benchmark</td>
</tr>
<tr>
<td>Status of behavior system supports</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
</tr>
<tr>
<td>% of students performing at grade level</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
</tr>
<tr>
<td>% of students remaining at grade-level based on previous assessment</td>
<td>Fall benchmark compared to prior spring benchmark</td>
<td>Winter benchmark compared to fall benchmark</td>
</tr>
<tr>
<td>Status of academic system supports</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
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</table>