



Pocantico Hills  
Central School District

# Universal Support Overview

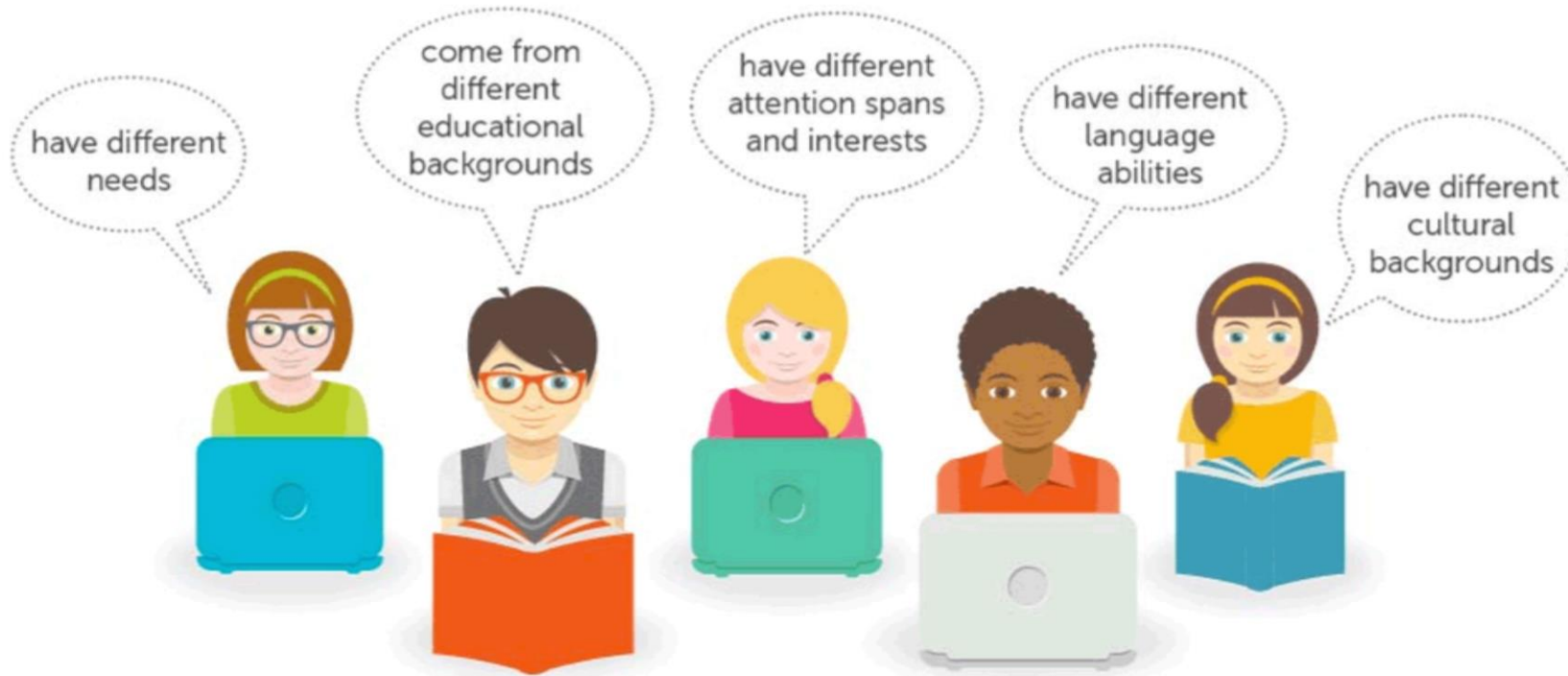
Board of Education

Presentation

February 13, 2018



In Pocantico, classrooms are filled with students who:



“Effective universal supports alone should be sufficient to meet the needs of most students to be successful in academic and social behavior” - *Sugai, Horner & Gresham 2002.*

## Universal Support Model

*Embracing the Diversity of Pocantico's Children*

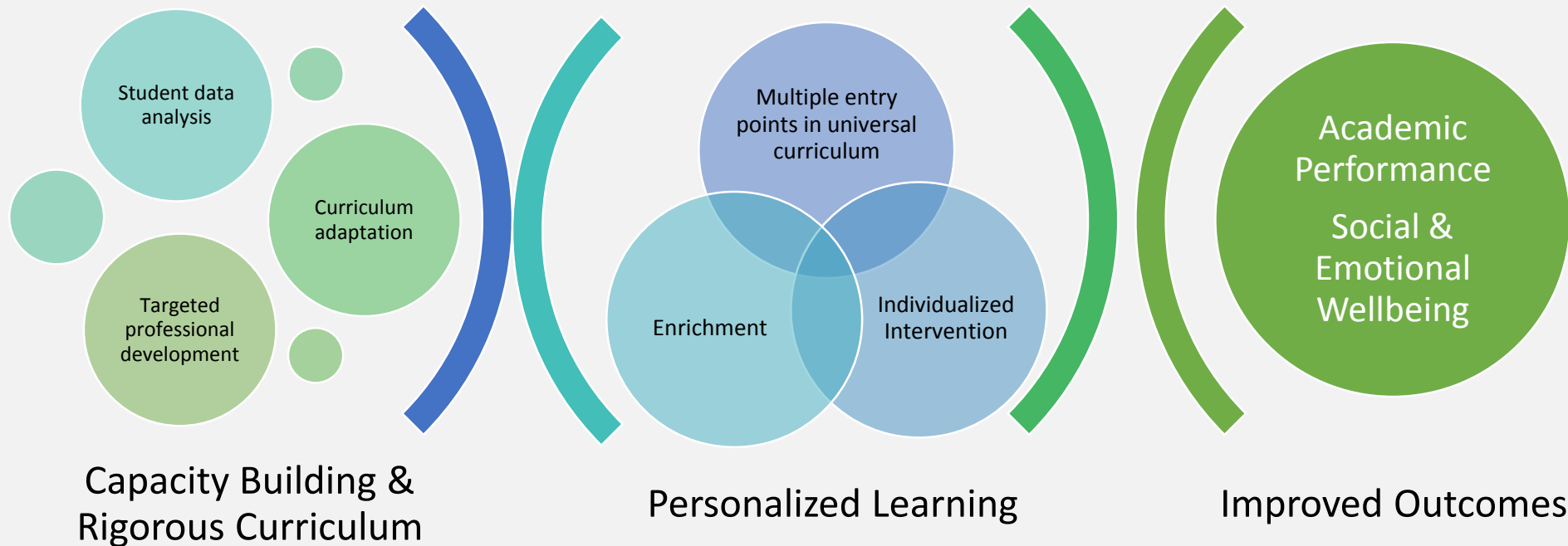
## Statistics at a Glance

- 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

# Universal Support Model

## *The Big Picture*

The shift from a deficit model to a universal support model integrates multiple initiatives that drive student outcomes.



### District Priorities

Universal Support

Emotional Intelligence

Rigorous Curriculum Aligned to Standards

Global Connections

Inquiry Based Learning/ Technology Integration

Distributed Leadership & Accountability

- Response to Intervention and Universal Design for Learning is the “HOW” of access, equity and growth for all students
- It is the primary process that for data-driven intervention and progress monitoring
- The strength of the Framework is dependent on the efficacy of the universal curriculum
- The Framework must be implemented with fidelity
- Needs assessment will determine shift to broader tiered support system



**eq·ui·ty** *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.



## Rtl Framework

**Pocantico Hills School Rtl Framework is the vehicle through which each student is guaranteed equitable access to innovative and individualized instruction that promotes growth and achievement.**

### ACCESS

Response to Intervention is an approach to curriculum design and instruction that consists of a tiered system of support to accommodate the needs of all students. Beginning with the core-curriculum, students are provided with high-quality instruction that includes research-based practices. The District's Response to Intervention model focuses on providing reading support to students in grades K-8 while also providing targeted math, behavioral support and enrichment.

### EQUITY

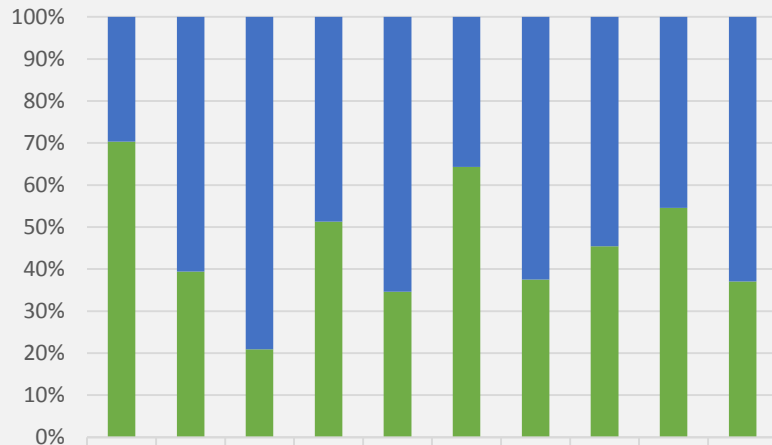
A critical goal of the Universal Support Model is to ensure that each student has equitable access to the learning community through an individualized, data-driven and responsive curriculum. This is achieved through Rtl. The result of a cohesive Rtl framework is a school that enables each student to grow and reach their highest potential as a total individual-academically, creatively, physically, and emotionally.

### GROWTH

As part of our ongoing effort to ensure the growth of all students in a fully integrated setting, we have adopted a school-wide Rtl Framework that contemplates data-driven curriculum development and instruction. The Response to Intervention framework is a 3-tiered model which involves screening all students in the fall, winter, and spring of each year. The screening data assists educators in providing effective differentiated instruction. This model provides a process for early identification of struggling students and ensures progress monitoring that results in individualized, data-based decision-making throughout the school year. The model also contemplates enrichment monitoring at the Tier I level.

# The Current “Who” & “What” of Interventions in Pocantico

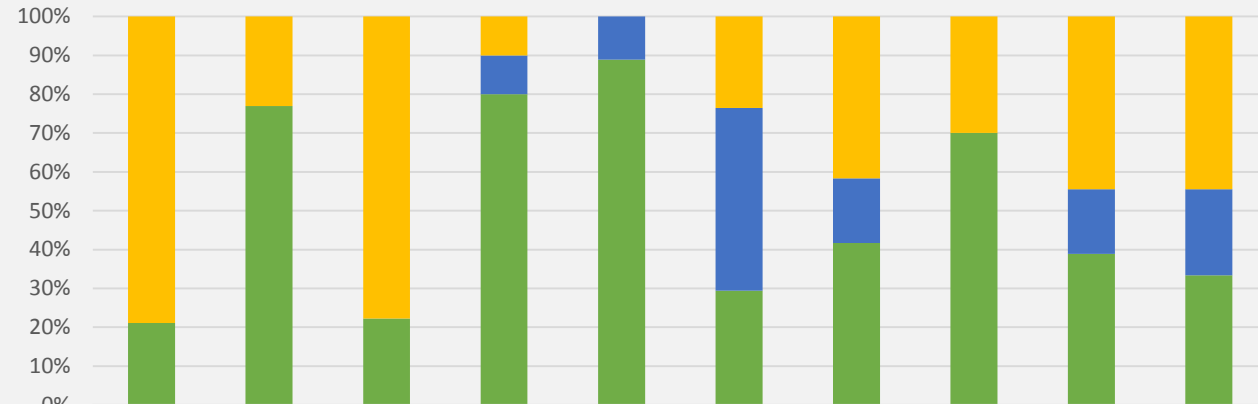
## Students Receiving Interventions (AIS, RtI, 504, IEP Combined)\*



	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Students without Interventions	8	20	34	19	17	10	20	12	15	17
Students with Interventions	19	13	9	20	9	18	12	10	18	10

■ Students with Interventions   ■ Students without Interventions

## Interventions/Services by Process\*



	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
IEP	15	3	7	2	0	4	5	3	8	4
504	0	0	0	2	1	8	2	0	3	2
RtI	4	10	2	16	8	5	5	7	7	3

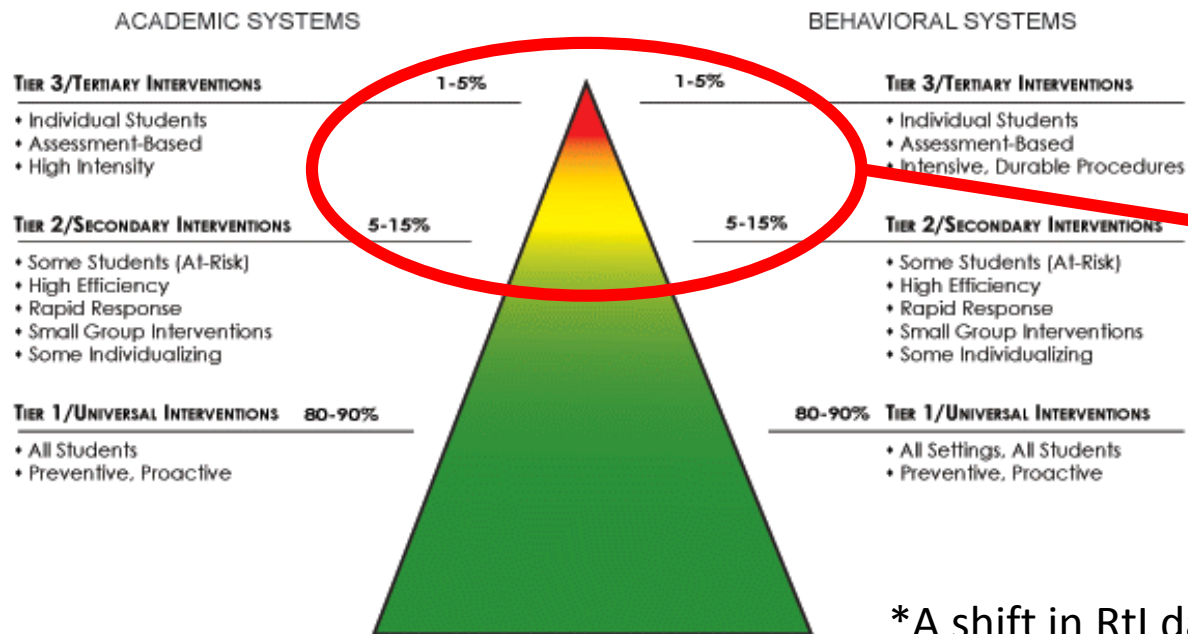
■ RtI   ■ 504   ■ IEP

\*Includes out of district and parentally placed students

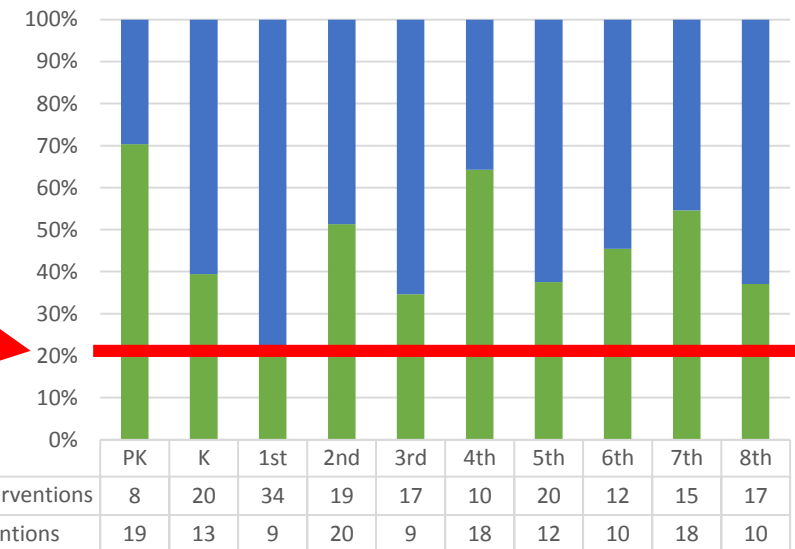
\*\*A deficit model lends itself to uneven and disproportionate referrals to support services

# Where We Are Headed: Effective Universal Supports & Streamlined Intervention

## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



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



■ Students with Interventions ■ Students without Interventions

\*A shift in RtI data analysis will contemplate enrichment as well as intervention

\* The shift from the deficit model to the universal model should result in fewer referrals to Tier 2

# TIERED SUPPORTS

## CST: Child Study Team

- Analysis of datafolio to refer to Committee on Special Education
- Child Study Team Meeting after one cycle of Tier 3 Intervention and approval by supervisor of support services
- Possible Outcomes: Referral to Committee on Special Education,

## Tier3: Specialist and/or other professional

- Intensive small group or individual instruction.
- Tier 3 Intervention Support Team Meeting after no more than two rounds of Tier 2 intervention

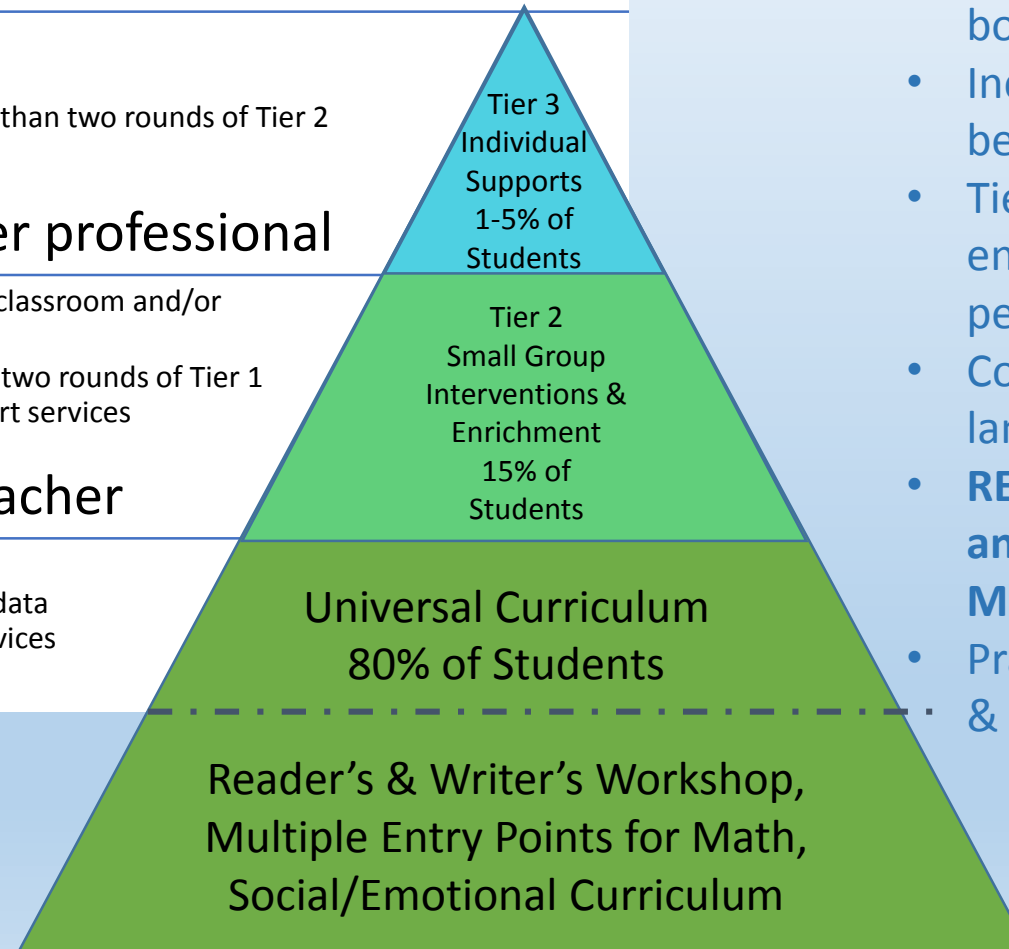
## Tier 2 Specialist and/or other professional

- Small group instruction integrated into the general education classroom and/or through "pull out" services
- Tier 2 Intervention Support Team Meeting after no more than two rounds of Tier 1 intervention and approved by principal or supervisor of support services

## Tier 1 General Education Teacher

- Universal supports in the targeted areas
- Threshold Intervention Support Team Meeting after benchmark data meeting or as approved by principal or supervisor of support services
- Tier 1 Referral Form completed by general education teacher

## Curriculum Adaptations & Instructional Delivery



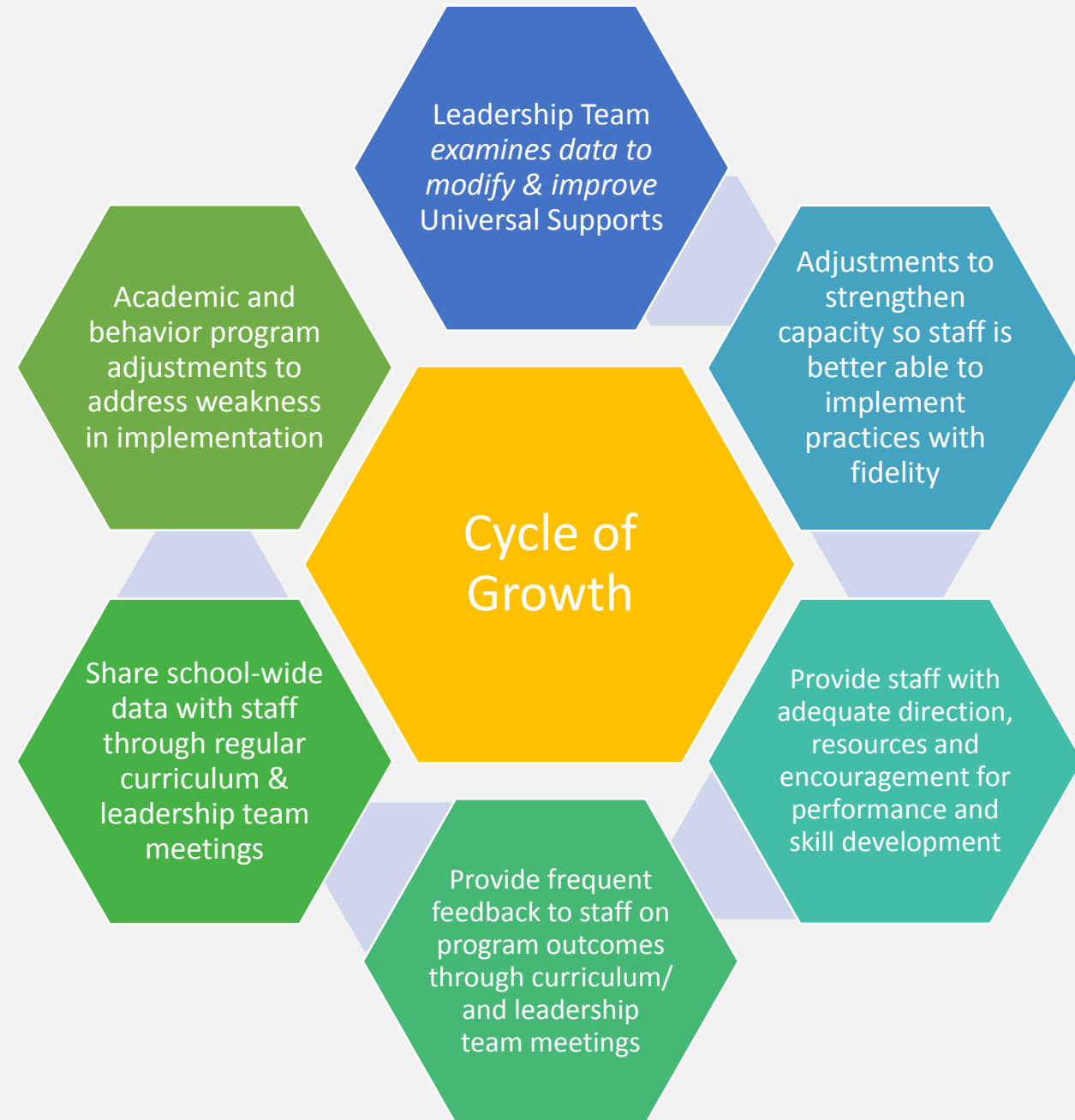
- IST Meetings in Tiers 1-3
- CST Meeting threshold to Disability Classification pursuant to IDEA.
- Goal is to exit from the bottom- **not** the top.
- Includes academic and behavior
- Tier 1 should include enrichment and high performing extensions
- Contemplates related arts & language
- **REQUIRES GROWTH MINDSET and REJECTS DEFICIT MENTALITY**
- Practitioners must be reflective & culturally competent

# Universal Supports

## *An Infrastructure for Growth*

### Capacity Building and Curriculum Adaptations: *Leading the Charge*

Leadership team data analysis cycles	<ul style="list-style-type: none"> <li>• Instructional retreats establish big picture</li> <li>• Weekly cabinet meetings target specific areas</li> </ul>
Strengthen capacity to implement practices	<ul style="list-style-type: none"> <li>• Teachers meet with consultants</li> <li>• Teacher leaders turnkey best practices</li> <li>• Grade and vertical teams engage in learning walks and critical friends protocols</li> <li>• Attend outside professional development</li> </ul>
Direction, resources and encouragement for performance, skill development	<ul style="list-style-type: none"> <li>• Observation cycles</li> <li>• Targeted support for teams working with high risk populations/high performing populations</li> </ul>
Feedback on program outcomes	<ul style="list-style-type: none"> <li>• Benchmark and year-end progress monitoring</li> </ul>
School-wide data analysis	<ul style="list-style-type: none"> <li>• Benchmark data meetings</li> <li>• RtI tier meetings</li> <li>• Special Education team meetings</li> <li>• Curriculum/Leadership meetings</li> <li>• Full faculty meetings</li> </ul>





# Universal Support: The Team Process in Action

Time Frame	Action	Team	Purpose
June/August	Articulation Data Meeting	Grade teams	Continuity of supports based on datafolio
September/October	Fall Benchmark Testing Initial Curriculum Design	GE Teachers	Assess student performance levels Update curriculum from prior year for new cohort
October	Benchmark data analysis meeting	Grade teams	Identification of at-risk students, high performing students & universal curriculum adaptations
October-December	Instructional Support Team (IST) Meetings Team Curriculum Meetings	Grade Teams/ Service providers	Progress monitor Adapt universal curriculum for individual needs
January	Winter Benchmark Testing Review of Curricula	GE Teachers	Assess student performance levels Inventory universal curriculum
January	Benchmark data analysis meeting	Grade teams	Identification of at-risk students, high performing students Assess efficacy of universal curriculum
February-April	Instructional Support Team (IST) Meetings Team Curriculum Meetings	Grade Teams/ Service providers	Progress monitor Adapt universal curriculum for individual needs
May	Spring Benchmark Testing Review of Curricula	GE Teachers	Assess student performance levels Monitor efficacy of universal curriculum
May	Benchmark data analysis meeting	Grade teams/service providers	Outcomes data analysis Final curriculum adaptations & recommendations
June	End of year IST meetings Team Curriculum Meetings	Grade teams/Service providers	Consider datafolios for vertical alignment of supports Inventory universal supports & propose PD for subsequent year

# Universal Supports

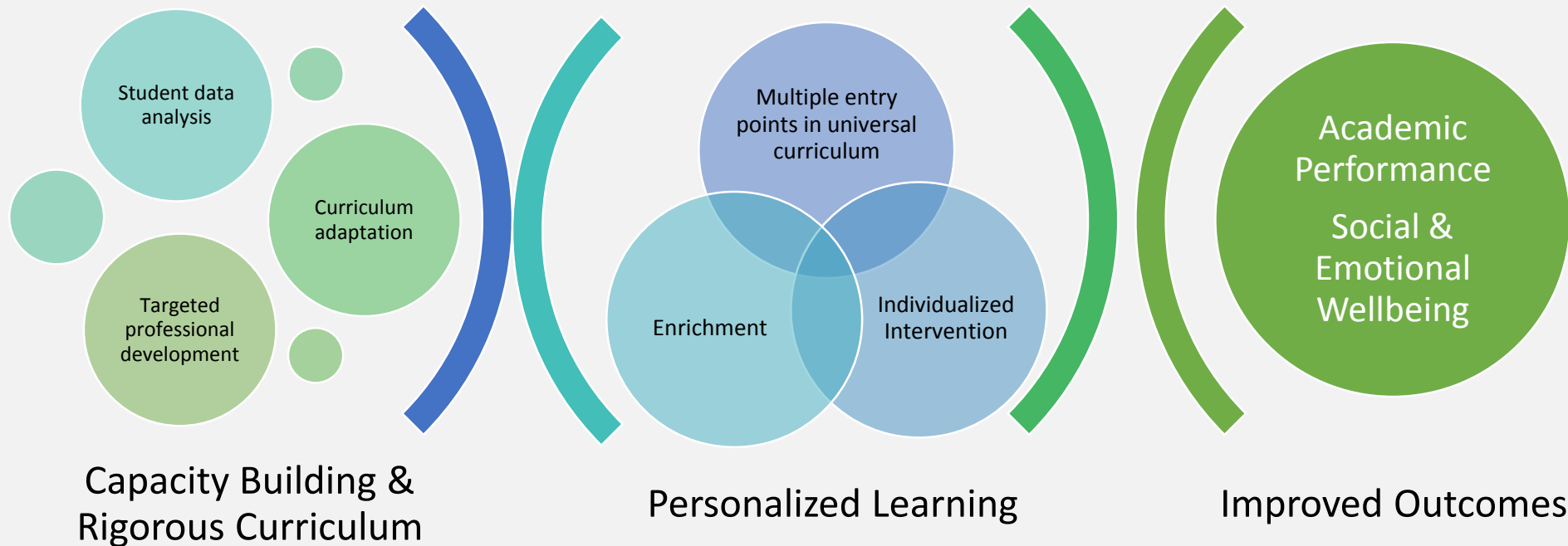
## *How will we know if it is working?*

FIDELITY OF IMPLEMENTATION		STUDENT OUTCOMES			
Audit & monitor academic programs	Goals & objectives	Academic Outcomes	<ul style="list-style-type: none"> <li>• % of Students are successful as measured by results of benchmark and summative assessments.</li> <li>• % of students stay at this level throughout the year.</li> </ul>		
	Assessments	Behavior Outcomes	<ul style="list-style-type: none"> <li>• % of Students are successful as measured by referrals and behavior system supports</li> <li>• % of students stay at this level throughout the year.</li> </ul>		
	Instructional practices				
	Instructional time				
	Differentiated instruction				
	Administration				
	Professional development				
Audit & monitor behavioral supports	School-wide support system		<b>Initial Data</b>	<b>End of 1<sup>st</sup> Semester</b>	<b>End of 2<sup>nd</sup> Semester</b>
	Non-classroom management systems	<b>% of Students with 0-1 Discipline referrals</b>	Previous spring data	Winter benchmark	Spring benchmark
	Classroom management systems	<b>Status of behavior system supports</b>	Fall benchmark	Winter benchmark	Spring benchmark
	Restorative practices and personalized interventions	<b>% of students performing at grade level</b>	Fall benchmark	Winter benchmark	Spring benchmark
		<b>% of students remaining at grade-level based on previous assessment</b>	Fall benchmark compared to prior spring benchmark	Winter benchmark compared to fall benchmark	Spring benchmark compared to winter benchmark
		<b>Status of academic system supports</b>	Fall benchmark	Winter benchmark	Spring benchmark

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