Universal Support Overview

Board of Education Presentation
February 13, 2018
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

“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*

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

### RTL Framework

**Pocantico Hills School RTL Framework**

| 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 RtI. The result of a cohesive RtI 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 RtI 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)**

*Includes out of district and parentally placed students*

**Interventions/Services by Process**

*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

- **ACADEMIC SYSTEMS**
  - **Tier 3/Tertiary Interventions**
    - Individual Students
    - Assessment-Based
    - High Intensity
  - **Tier 2/Secondary Interventions**
    - Some Students (At Risk)
    - High Efficiency
    - Rapid Response
    - Small Group Interventions
    - Small Individualizing
  - **Tier 1/Universal Interventions**
    - All Students
    - Preventative, Proactive

- **BEHAVIORAL SYSTEMS**
  - **Tier 3/Tertiary Interventions**
    - Individual Students
    - Assessment-Based
    - Intensive, Durable Procedures
  - **Tier 2/Secondary Interventions**
    - Some Students (At Risk)
    - High Efficiency
    - Rapid Response
    - Small Group Interventions
    - Small Individualizing
  - **Tier 1/Universal Interventions**
    - All Settings, All Students
    - Preventative, Proactive

**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**

- 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

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**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,

**Tier 3:** 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

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**Curriculum Adaptations & Instructional Delivery**

- **Universal Curriculum**
  - 80% of Students
- **Reader’s & Writer’s Workshop,**
  Multiple Entry Points for Math,
  Social/Emotional Curriculum

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**Tier 3 Individual Supports 1-5% of Students**

**Tier 2 Small Group Interventions & Enrichment 15% of Students**
### Universal Supports
**An Infrastructure for Growth**

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

| Leadership team data analysis cycles | • Instructional retreats establish big picture  
<table>
<thead>
<tr>
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<th>• Weekly cabinet meetings target specific areas</th>
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</table>
| **Strengthen capacity to implement practices** | • Teachers meet with consultants  
|                                     | • Teacher leaders turnkey best practices  
|                                     | • 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 |
| **School-wide data analysis** | • Benchmark data meetings  
|                                     | • RtI tier meetings  
|                                     | • Special Education team meetings  
|                                     | • Curriculum/Leadership meetings  
|                                     | • Full faculty meetings |

#### Cycle of Growth

- **Leadership Team examines data to modify & improve Universal Supports**
- **Adjustments to strengthen capacity so staff is better able to implement practices with fidelity**
- **Provide staff with adequate direction, resources and encouragement for performance and skill development**
- **Provide frequent feedback to staff on program outcomes through curriculum/ and leadership team meetings**
- **Share school-wide data with staff through regular curriculum & leadership team meetings**
- **Academic and behavior program adjustments to address weakness in implementation**
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Action</th>
<th>Team</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>June/August</td>
<td>Articulation Data Meeting</td>
<td>Grade teams</td>
<td>Continuity of supports based on datafolio</td>
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<tr>
<td>September/October</td>
<td>Fall Benchmark Testing</td>
<td>GE Teachers</td>
<td>Assess student performance levels Update curriculum from prior year for new cohort</td>
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<td></td>
<td>Initial Curriculum Design</td>
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<tr>
<td>October</td>
<td>Benchmark data analysis meeting</td>
<td>Grade teams</td>
<td>Identification of at-risk students, high performing students &amp; universal curriculum adaptations</td>
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<td>October-December</td>
<td>Instructional Support Team (IST) Meetings Team Curriculum Meetings</td>
<td>Grade Teams/ Service providers</td>
<td>Progress monitor Adapt universal curriculum for individual needs</td>
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<tr>
<td>January</td>
<td>Winter Benchmark Testing Review of Curricula</td>
<td>GE Teachers</td>
<td>Assess student performance levels Inventory universal curriculum</td>
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<td>January</td>
<td>Benchmark data analysis meeting</td>
<td>Grade teams</td>
<td>Identification of at-risk students, high performing students Assess efficacy of universal curriculum</td>
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<td>February-April</td>
<td>Instructional Support Team (IST) Meetings Team Curriculum Meetings</td>
<td>Grade Teams/ Service providers</td>
<td>Progress monitor Adapt universal curriculum for individual needs</td>
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<td>May</td>
<td>Spring Benchmark Testing Review of Curricula</td>
<td>GE Teachers</td>
<td>Assess student performance levels Monitor efficacy of universal curriculum</td>
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<tr>
<td>May</td>
<td>Benchmark data analysis meeting</td>
<td>Grade teams/service providers</td>
<td>Outcomes data analysis Final curriculum adaptations &amp; recommendations</td>
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<td>June</td>
<td>End of year IST meetings Team Curriculum Meetings</td>
<td>Grade teams/Service providers</td>
<td>Consider datafolios for vertical alignment of supports Inventory universal supports &amp; propose PD for subsequent year</td>
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## Universal Supports

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

<table>
<thead>
<tr>
<th>FIDELITY OF IMPLEMENTATION</th>
<th>STUDENT OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Audit &amp; monitor academic programs</strong></td>
<td><strong>Academic Outcomes</strong></td>
</tr>
<tr>
<td>Goals &amp; objectives</td>
<td>% of students stay at this level throughout the year.</td>
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<tr>
<td>Assessments</td>
<td>Behavior Outcomes</td>
</tr>
<tr>
<td>Instructional practices</td>
<td>% of students stay at this level throughout the year.</td>
</tr>
<tr>
<td>Instructional time</td>
<td><strong>Behavior Outcomes</strong></td>
</tr>
<tr>
<td>Differentiated instruction</td>
<td>% of students stay at this level throughout the year.</td>
</tr>
<tr>
<td>Administration</td>
<td><strong>Academic Outcomes</strong></td>
</tr>
<tr>
<td>Professional development</td>
<td>% of students stay at this level throughout the year.</td>
</tr>
</tbody>
</table>

| Audit & monitor behavioral supports | **Behavior Outcomes** | % of Students are successful as measured by referrals and behavior system supports |
|-----------------------------------|----------------------|% of students stay at this level throughout the year. |
| School-wide support system | **Behavior Outcomes** | % of Students are successful as measured by referrals and behavior system supports |
| Non-classroom management systems | **Academic Outcomes** | % of Students are successful as measured by results of benchmark and summative assessments. |
| Classroom management systems | % of students stay at this level throughout the year. |
| Restorative practices and personalized interventions | **Behavior Outcomes** | % of Students are successful as measured by referrals and behavior system supports |
| **Behavior Outcomes** | % of students stay at this level throughout the year. |

<table>
<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<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 Discipline referrals</td>
<td>Previous spring data</td>
<td>Winter benchmark</td>
<td>Spring benchmark</td>
</tr>
<tr>
<td>Status of behavior system supports</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
<td>Spring benchmark</td>
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<tr>
<td>% of students performing at grade level</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
<td>Spring 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>
<td>Spring benchmark compared to winter benchmark</td>
</tr>
<tr>
<td>Status of academic system supports</td>
<td>Fall benchmark</td>
<td>Winter benchmark</td>
<td>Spring benchmark</td>
</tr>
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### Student Outcomes:

**Academic Outcomes**
- % of Students are successful as measured by results of benchmark and summative assessments.
- % of students stay at this level throughout the year.

**Behavior Outcomes**
- % of Students are successful as measured by referrals and behavior system supports
- % of students stay at this level throughout the year.

### Initial Data:

- % of Students with 0-1 Discipline referrals
- Status of behavior system supports
- % of students performing at grade level
- % of students remaining at grade-level based on previous assessment
- Status of academic system supports
The shift from a deficit model to a universal support model integrates multiple initiatives that drive student outcomes.