

Tri-States Consultancy 2023



Challenging Minds. Building Character. Inspiring Excellence.



Our Vision

District Vision

District Vision

Building on a tradition of academic excellence and success for every student, we cultivate passionate learners and informed global citizens who actively influence their world.





Ardsley Union Free School District

- Ardsley High School listed in the top 6% of Best High Schools in New York” by [U.S. News & World Report](#)
- Ardsley Middle School named as one of the Best Middle Schools In The Hudson Valley by [U.S. News & World Report](#)



Best Elementary, Middle Schools In The Hudson Valley, New Ranking Says

U.S. News & World Report focused on student proficiency in core subject areas.

Wed, Nov 15, 2023



Ardsley Strategic Plan

Priority 1: Learning and Achievement

Goal: To ensure that all learners have access to robust learning opportunities tailored to their needs, strengths and interests while maximizing their personal potential and inspiring collective achievement.



Ardsley Strategic Plan

Priority 2: Social and Emotional Learning

Goal: To help all our students acquire and effectively apply the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions in order to achieve success in school and life.



Tri-States Indicators 5-7

Indicator 5	Indicator 6	Indicator 7
Professional Learning, Supervision, and Evaluation	Equitable Support for Students Needs	Shared Vision and Environment for Change



Districtwide Commitment

Indicator 5	Indicator 6	Indicator 7
Professional Learning, Supervision, and Evaluation	Equitable Support for Students Needs	Shared Vision and Environment for Change



The 4 Principles of Culturally Responsive-Sustaining Education

The 4 principles that organize the New York State Education Department's CR-S Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education.



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**

EMPOWERING TEACHERS & STAFF

Diversity, Equity, Inclusion & Belonging



We all have a role in making students, families, and each other feel welcome and affirmed in Ardsley.

November 7, 2023, 8:00am @ AMS Auditorium
District-Wide Superintendent's Conference Address

Nov. 7, 2023
All Staff
AMS Auditorium

Yolanda Sealey-Ruiz, Ph.D., a graduate of NYU and Columbia University, is a Professor of English Education at Teachers College, Columbia University. Yolanda is a sought-after speaker on educational equity issues, author of numerous academic articles, co-editor of four books, and co-author of the multiple award-winning book *Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces*, where she examines her concept of *Archeology of Self™* in education. Dr. Sealey-Ruiz served as a member of the NYSED Advisory Panel for the Culturally Responsive-Sustaining Education Framework.



WORKSHOPS

- DEI IN THE MUSIC CLASSROOM
- EMPOWERING MARGINALIZED VOICES
- EXAMINING LITERATURE VIA DEI
- IMPLICIT BIAS TO EXPLICIT INCLUSION
- IMPLICIT BIAS: THE CYCLE OF SOCIALIZATION
- MOVING FROM ALLYSHIP TO CO-CONSPIRATORSHIP
- LEARNING WHEN TO STEP UP (STUDENT-LED WORKSHOP)
- CULTIVATING BELONGING FOR THE LGBTQ+ COMMUNITY
- STRATEGIES FOR SUPPORTING ELLS
- UNPACKING THE CR-SE FRAMEWORK
- WELCOMING & AFFIRMING ENVIRONMENTS

Superintendent's Conference Day November 2023

High Overall
Satisfaction
Ratings

Highly Recommended
Additional Training
with Presenters

High Relevance
Ratings





Outsiders Looking In ~ Critical Friends Model

Tri-State Consortium Mission:

The Tri-State Consortium is an alliance of public school districts committed to systems thinking and collaborative inquiry as pathways toward continuous improvement. Working together as colleagues and critical friends, we apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning. Consortium members support each other through external peer review of programs and practices, study groups, conferences and topic-based seminars designed to deepen professional learning.





**Participating
over 15 years**

ARDSLEY
SCHOOL DISTRICT

Dr. Ryan Schoenfeld
Superintendent of Schools

October 2023

Dear Tri-State Colleagues,

It is our pleasure to welcome you to the Ardsley Union Free School District!

During your visit on October 25, 26 and 27, you will come to know us by reviewing our district documents, interviewing our staff and students as well as visiting our classroom spaces and facilities. The purpose of this visit is to share our progress and get feedback on our implementation of Multi-Tiered Systems of Support (MTSS). Our goal is to gain professional feedback to help us grow. We want to show you the wonderful things we are doing and also use your feedback to improve.



MTSS Steering Committee Team

<i>Danielle Trippodo, High School Principal, AHS</i>	<i>Frank Carlson, Assistant Principal, AHS</i>	<i>Anthony DiCarlo, Principal, CRS Hope Weinberg</i>	<i>Stuart Horlacher, Principal, AMS</i>	<i>Jennifer Goldenberg, Assistant Principal, AMS</i>
<i>Eleni Backos, Teacher, AMS</i>	<i>Katherine Hehner, Math Teacher, AMS</i>	<i>Brysen Van Eck, Science Teacher, AHS</i>	<i>Lisa Bucci, 3rd Grade Teacher, CRS</i>	<i>Christie Diaz, Teacher, AMS</i>
<i>Monica Ricci, School Psychologist CRS</i>	<i>Theresa Connelly, 3rd Grade Teacher, CRS</i>	<i>Katie McEvoy, Teacher, AHS</i>	<i>Kara Goldman, Science Teacher, AMS</i>	<i>Nicole Del Balzo, Math Teacher, AMS</i>
<i>Ryan Schoenfeld, Superintendent</i>	<i>Jennifer Bradshaw, Assistant Superintendent for Curriculum</i>	<i>Karen Marconi, Director of Special Education</i>	<i>Christina Spano, Special Education Teacher, CRS</i>	<i>Susan Seda, Assistant Superintendent of PPS/ SE</i>

It's 'Alarming': Children Are Severely Behind in Reading

The fallout from the pandemic is just being felt. "We're in new territory," educators say.

COVID:19 Scale of education loss 'nearly insurmountable', warns UNICEF

Media factsheet

24 January 2022



MEMBER SERVICES

ADVOCACY

CDC: 4 in 10 students feel sad, hopeless

Schools form partnerships to improve support systems

On Board Online • March 13, 2023

Reading and math scores fell sharply during pandemic, data show

September 1, 2022 · 10:56 AM ET

By The Associated Press



Background

- Ardsley student population has grown by 11%.
- Need for increased academic and behavioral intervention
- Teachers reported that students exhibited more problems with executive functioning and content mastery.
- Heightened demand for services
- The district wanted to take a proactive approach for early identification and interventions, designed to follow students from school to school, monitor progress, and match them to the level of service needed for academic success.
- District leaders launched the effort to design and deliver a Multi-Tiered System of Support (MTSS)





Mission: Our Guiding Pillars

Academic Excellence

Maximizes personal potential and inspires collective achievement, so mastering curricular content is only the starting point and learning is tailored to needs, strengths, and interests.

Success for Every Student

**Is measured in a variety of ways.
Our view of success reaches beyond academic performance and encompasses resilience, flexibility, tenacity, curiosity, creativity, empathy, determination and athletic and artistic expression.**

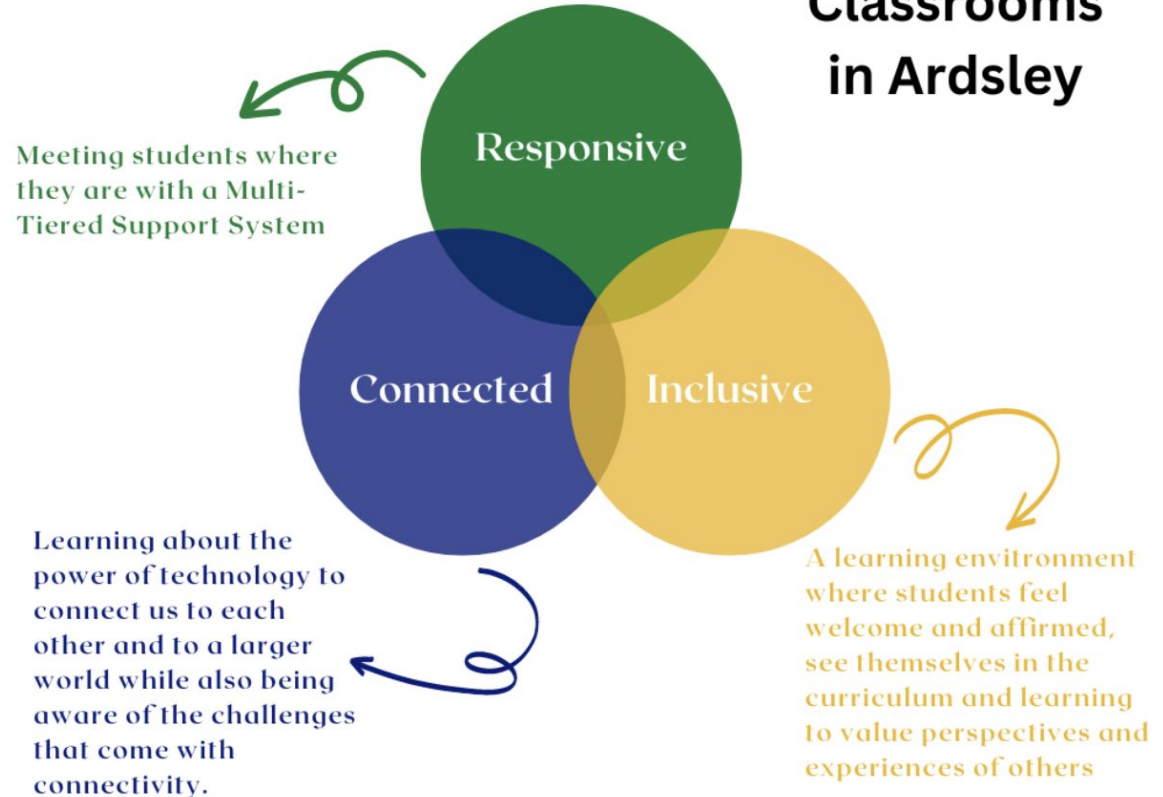
Global Citizens

Engage in an active inquiry to acquire knowledge that reflects the depth and breadth of the collective human experience. They influence their world by making positive, proactive choices about what to do with what they know to collaboratively effect change.



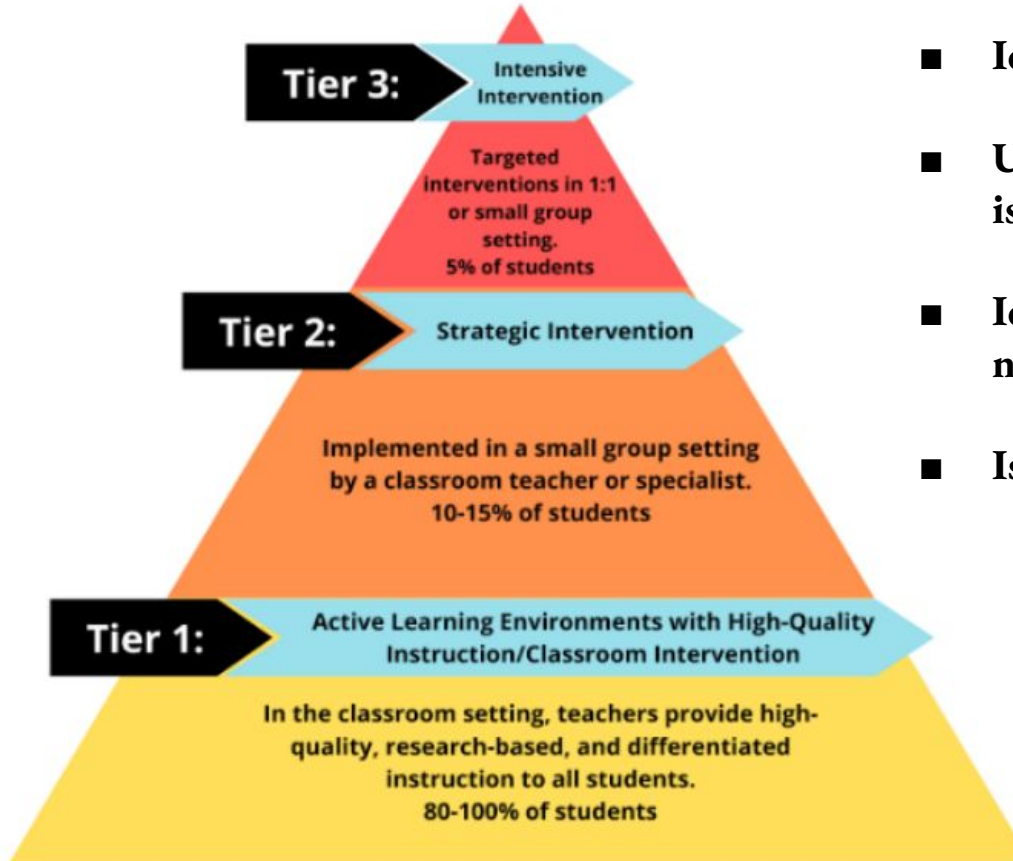
K-12 Instructional Vision

We strive to have classrooms that are **responsive**, **inclusive** and **connected**. Our collective efforts around curriculum development, the selection of materials and the focus on professional learning all strive to help us optimize these principles.



Three Tiers of Intervention

Using a Problem-Solving Approach



- Identify the Problem
- Understanding why the problem is occurring
- Identifying & Describing what needs to be done
- Is the plan working?



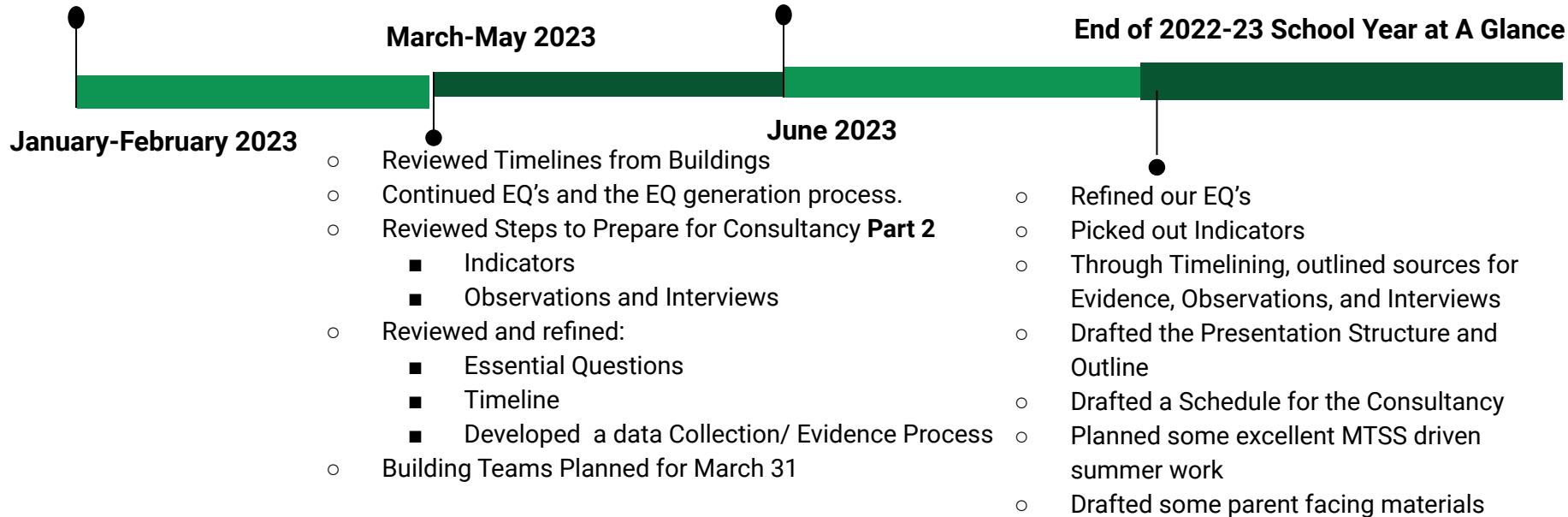
Our MTSS Journey 2021-2022

- **November 2021:**
 - Jim Wright supported our K-12 Curriculum Leaders to assess our needs for a Shared Vision that supports all students using existing structures and innovation.
- **Jan-March 2022:**
 - Leaders build team capacity and evaluate systems.
 - Draft District MTSS public facing document
- **Spring 2022:**
 - Focus on 4 Elements of Tier 1 Planning as a year-long entry into a shared MTSS Vision
- **June 2022 K-12 meeting of building teams to launch the Shared Vision**
 - Work collectively with Jim Wright
 - Set goals by building
 - Identify, utilize, and disseminate existing talent and tools
 - Determine the best starting points



The MTSS Steering Committee 2022-Present

- Formed Steering Committee
- Reviewed Steps to Prepare for Consultancy **Part 1**
- Logistics: Anatomy of a Consultancy and Visit.
- Timeline
- Evidence and Data
- Introduced EQ's and the EQ generation process.
- Planned for sub-committees.
- Finalized EQ's
- Presentation: Building Level Timelines
- Continued to identifying data and evidence
- Summer Plans
- Fall Logistics and Scheduling.





Essential Questions

- 1. To what extent have we achieved knowledge, understanding, and implementation around the MTSS process for both academics and behavior across all three schools?**
- 2. To what extent have we created Tier 1 learning environments that are responsive to students in which:**
 - 1. Goals are set for students;**
 - 2. Learning and growth is assessed/monitored; and**
 - 3. Students are empowered to be agents in their own learning?**
- 3. To what extent do our existing systems and structures (professional development, faculty capacity, scheduling) support a tiered support model?**



Tri-States Indicators

Indicator 5	Indicator 6	Indicator 7
Professional Learning, Supervision, and Evaluation	Equitable Support for Students Needs	Shared Vision and Environment for Change



Observations, Visitations, Interviews

The visiting team participated in classroom visits and individual and group interviews at each school. Classroom visits included academic intervention blocks, co-teaching models, study skills courses, and core instruction in regular classes. Interviews included groups of students and groups of teachers and specialists. The team also interviewed central office leaders and members of the Board of Education.



Oct 25-27, 2023: Observations, Visitations, Interviews

CRS

AHS

**41
Interviews**



AMS

**39
Observations**



Evidence Review

**Over 500 Pieces
of Evidence
Submitted**

CRS

**Student Facing
Materials**

AHS

AMS

**Professional
Development**

**Processes/
Procedures/
Forms**

Report Findings

“Academic performance consistently exceeds state and national averages.”

“The community provides extensive financial support, high academic expectations, and active involvement.”





Highlights



“Each school engages in matching the services to the students.”

“While the specific interventions and ways of identifying students have varied by school, it is fair to conclude that the faculty at each school is committed to the job of helping all students succeed and is eager to take their efforts to the next level.”

“Ardsley has also installed an articulation process in which teachers from the receiving school annually meet with teachers from the sending school to review students who are experiencing persistent difficulties.”

“The district’s strategic plan, with its emphasis on ‘success for every student,’ serves as a starting point for a shared vision for MTSS. The staff’s openness to further development represents a key asset in the district’s environment for change.”



“The faculty at each school is committed to the job of helping all students succeed.”

Highlights



“The visiting team believes that Ardsley can meet this challenge through its community support, thoughtful leadership, positive professional climate, and the desire to learn shown by its students.”

“A sound MTSS builds on the foundation of a robust core curriculum -- Tier 1, delivered in “active learning environments with high-quality instruction/classroom interventions.” Ardsley has worked hard to accomplish this at all schools, and its curriculum leaders have helped the staff stay abreast of current standards in literacy, mathematics, social studies, and science.”

The visiting team called Ardsley “‘brave,’ referring to the courage displayed by Ardsley administrators and teachers as they asked for honest and direct feedback about a project that is relatively early in its evolution and inevitably messy ... and with which all districts are grappling.”



Report Considerations & Recommendations

Determine how best to select and organize the most effective local practices and processes so that students experience a coherent and consistent sequence as they move through the grades.

- **Move from “pockets of excellent work” to consistency between and within schools.**
- **Strengthen and consolidate the elementary literacy programs**
- **Conduct professional learning to expand the shared vision and related practices.**
- **Expand faculty understanding of why this work is important.**



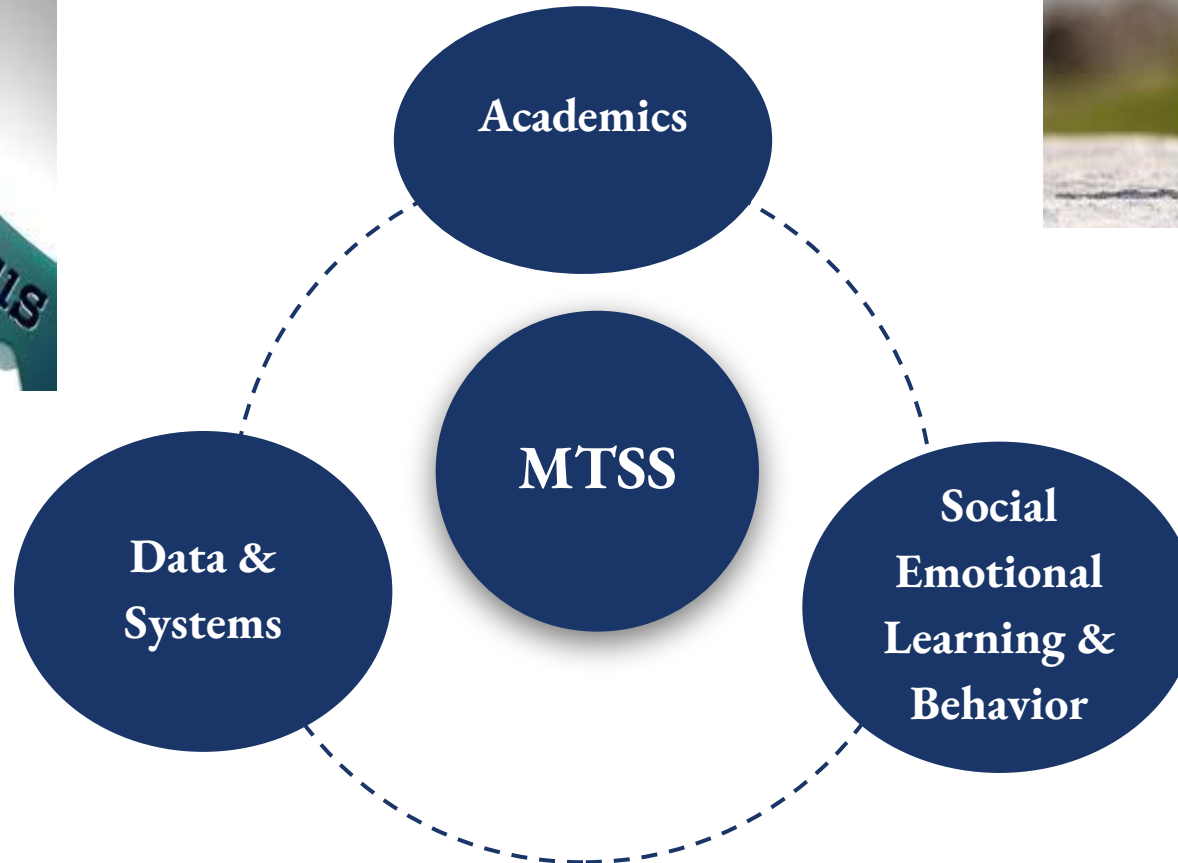


Report Considerations & Recommendations

- Developing a K-12 information system
- Identifying clear roles and responsibilities for the MTSS process.
- Developing a common, shared language about MTSS across the three schools.
- Designing and delivering professional development programs around these emerging processes.
- Continuing and expanding work on core curriculum, especially at the K-4 level in literacy, and sharpen the focus on developing common language, definitions, and processes regarding 1) screening, 2) progress monitoring, 3) multi-level prevention strategies, and 4) data-based decision-making.
- Conducting focus groups with students, staff, and parents.



Next Steps for MTSS





Structures Supporting MTSS



- District MTSS Committee
- Literacy Committee
- Math Committees
- Diversity, Equity & Inclusion
- Curriculum Leader Meetings
- Building Level MTSS Teams
- Principal Meetings
- Administrative Council Meetings
- Technology Committee
- Weekly Curriculum Planning Time





Ardsley Union Free School District

- Ardsley High School listed in the top 6% of Best High Schools in New York” by [U.S. News & World Report](#)
- Ardsley Middle School named as one of the Best Middle Schools In The Hudson Valley by [U.S. News & World Report](#)



Best Elementary, Middle Schools In The Hudson Valley, New Ranking Says

U.S. News & World Report focused on student proficiency in core subject areas.

Wed, Nov 15, 2023



Partnership for Ongoing Improvement





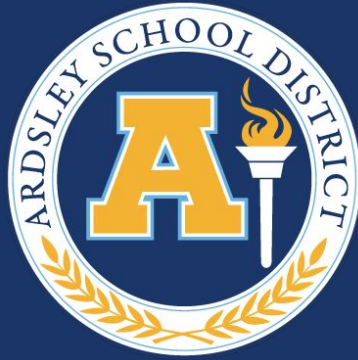
Join us for Data Book!

Upcoming 7:00 p.m. Board of Education Meetings

AHS Library or LocalLive

January 9: CRS, AMS, Special Education

January 23: AHS, Athletics



Thank you!

