

2012

Comprehensive Student Support System

Building on Success and Moving Forward



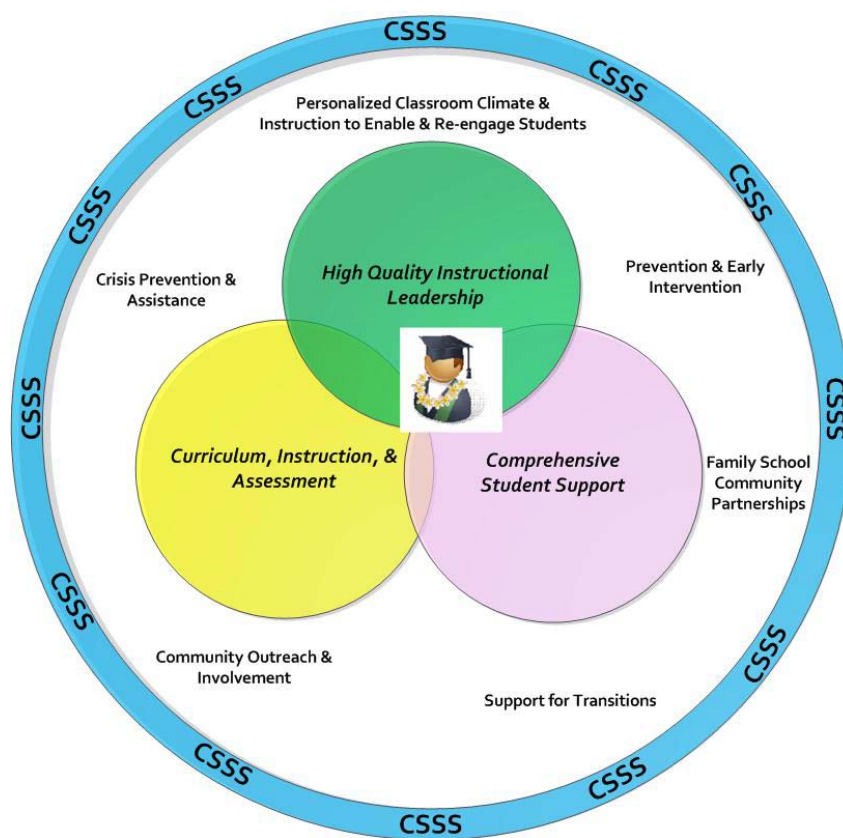
CSSS is about students, their “ohana”
and a caring community
that nurtures, supports, and
responds to students’ need(s).

CSSS provides proactive, positive, customized, and timely
interventions, services, programs and/or supports
in compassionate ways
so **ALL** students will succeed to their greatest potential.

Then 1990s' . . .



Now 2012 . . .



Supporting Student Success for All

CSSS THEN – 1990's

CSSS NOW – 2012

CSSS Six Critical Elements	<ul style="list-style-type: none"> Personalized Classroom Climate & Differentiated Classroom Practices Prevention & Early Intervention Family Involvement & Participation Supports for Transition Community Outreach & Support Specialized Assistance & Crisis and Emergency Support 	<ul style="list-style-type: none"> Personalized Classroom Climate & Instruction to Enable & Re-engage Students Prevention & Early Intervention Family School Community Partnerships Supports for Transition Community Outreach & Involvement and Support (including volunteers) Crisis Assistance & Prevention
CSSS Unifying Components	<ul style="list-style-type: none"> Management Component Instruction Component Student Support Component 	<ul style="list-style-type: none"> High Quality Instructional Leadership Curriculum, Instruction, & Assessment Comprehensive Student Support Continuum
Schoolwide System Expectations	<ul style="list-style-type: none"> School Safety and Security Focus on physical facility safety CSSS <ul style="list-style-type: none"> Array of Services School Leadership Teams Grade level teams School Rules General Learner Outcomes Family Support Standards-based Curriculum <ul style="list-style-type: none"> Hawaii Content and Performance Standards I, II, III Effective teaching practices Instructional practices Individual teacher determines instructional practices 	<ul style="list-style-type: none"> Safety, Security & Emergency Preparedness Branch <ul style="list-style-type: none"> Focus on school and student safety with improving school climate CSSS <ul style="list-style-type: none"> Continuum of Proactive Student Supports Schoolwide Leadership Teams Instructional Leadership Teams/ Data Teams Schoolwide Positive Behavioral Interventions & Supports Model and practice General Learner Outcomes Families & communities as partners in the education process Standards-based Curriculum <ul style="list-style-type: none"> Common Core State Standards Research-based student involved teaching & assessment practices Formative instructional practices Teacher uses data to determine student need(s) and then selects evidence & research-based instructional strategies Progress monitoring to close the learning gap.
Identification Process	<ul style="list-style-type: none"> Identification of individual student needs via Request for Assistance process (RFA) 	<ul style="list-style-type: none"> Implementation of team-based data-driven problem solving process
Problem Solving Process	<ul style="list-style-type: none"> Student Support Process 	<ul style="list-style-type: none"> Team-based Data-Driven Problem Solving Process
School Student Teams	<ul style="list-style-type: none"> Student Support Team 	<ul style="list-style-type: none"> Student-Focused Team
Implementation	<ul style="list-style-type: none"> Focus on accommodations 	<ul style="list-style-type: none"> Focus on interventions implemented with fidelity with integration of Response to Intervention process and procedures
Interventions	<ul style="list-style-type: none"> Utilize common practices Determined by CSSS 5 levels of programs and services 	<ul style="list-style-type: none"> Utilize research/evidence-based practices Determined by student's response to level of intensity, frequency & duration, SMART goals, & progress monitoring
Levels of Support	<ul style="list-style-type: none"> CSSS 5 levels of support 	<ul style="list-style-type: none"> Fluid continuum of multiple tiers of supports
eCSSS Documentation	<ul style="list-style-type: none"> Accommodations Action Plans 	<ul style="list-style-type: none"> Research /evidence based interventions Student-Focused Support Plan (eCSSS Concerns Tab)

Team-based Data-Driven Problem Solving Process



<p>Action 1. Collect & chart data and document in eCSSS</p> <ul style="list-style-type: none"> Classroom intervention(s) implemented and data on how student responded to tier one core programs. Proactive school supports student is currently receiving from tiered interventions, support and practices Behavioral support plan Formative assessment data Hawaii State Assessment data Attendance record Student behavior incidents Report cards Medical and health records 	<p>Action 4. Select strategies and interventions</p> <ul style="list-style-type: none"> Identify intervention strategies - strategies are most powerful when linked directly to the most urgent needs of the student Effective intervention strategies are: <ul style="list-style-type: none"> Evidence-based Action-oriented Measurable/accountable Specific Implement intervention strategies for 6-9 weeks, 10 to 15 weeks. Based on the intensity of the support the student needs, the team will determine instruction, grouping and time.
<p>Action 2. Analyze to prioritize</p> <ul style="list-style-type: none"> Identify student strengths Identify student needs of student performance Form hypothesis based on data Identify most urgent needs of the student learner and list the critical goals for student achievement 	<p>Action 5. Determine results Indicators</p> <ul style="list-style-type: none"> Monitor the use/degree of implementation and evaluate the effectiveness of the strategies by: <ul style="list-style-type: none"> Frequency of progress monitoring is determined by intensity of intervention. Recommendation is on a weekly basis (best practice = twice a week) using formative assessments (DIBELS, etc.). Collect data for 6-9 weeks, 10 to 15 weeks. Results: <ul style="list-style-type: none"> Serves as an interim measurement Indicate effective implementation of a strategy Determines if strategy is having the desired impact Allows teams to make mid-course corrections
<p>Action 3. Set SMART goals</p> <ul style="list-style-type: none"> Identify the two most critical goals for student achievement based on the challenges that were identified. Develop <u>incremental</u> goals with the following criteria: <ul style="list-style-type: none"> <u>S</u>pecific <u>M</u>easurable <u>A</u>chievable <u>R</u>elevant <u>T</u>imely Review and revise throughout the data cycle. 	<p>Action 6. Monitor and evaluate results</p> <ul style="list-style-type: none"> Monitor and reflect the student's response to the interventions <ul style="list-style-type: none"> If student is making adequate progress: <ul style="list-style-type: none"> Continue to implement strategies, programs and/or support If student is NOT making adequate progress: <ul style="list-style-type: none"> Repeat problem solving process as appropriate and Modify interventions or Increase intensity of intervention(s) or Consider referral for an evaluation if there is suspect of disability

2012 Comprehensive Student Support System Process August 21, 2012

- The CSSS framework provides the basic foundation, process and procedures for schools to address each student's needs and to increase achievement within and beyond the classroom instruction so all students graduate ready to enter college and compete in a global workforce.
- It includes a full range of interventions, programs, supports and/or services on a fluid continuum of integrated and proactive supports to improve students' academic and behavioral performance within and beyond class instruction utilizing the **team-based data-driven problem solving process**.
- Team-based problem solving requires the examination of multiple sources of data (academic, behavioral, social-emotional, physical health, family and/or school community) to accurately analyze a student's needs.



Schoolwide Leadership

Schoolwide leadership routinely reviews Universal Screening data, eCSSS Early Warning System data, and multiple sources of student data to identify and analyze student(s) with concerns in areas of: Academics, Behavior, Physical Health and/or Social-emotional Health and plan proactively for student success.

Schoolwide leadership based on the data analysis determines whether there is a curriculum, instructional or student-focused problem.

Curriculum, Instructional Concerns

- The school administrator collaborates with school data teams to determine whether identified concerns are the result of schoolwide, grade level, and/or classroom teaching strategies.
- The school administrator with the Instructional Leadership Teams and Data Teams provide appropriate supports, professional development to teaching staff and monitors the schoolwide, grade level, or classroom interventions.

Student-Focused Concern

The student-focused team utilizing the team-based data-driven problem solving process collects and analyzes all pertinent data to determine SMART Goals and targeted interventions to address the student's needs.

Multi-tiered System of Support Interventions and Prescribed Programs

The team considers a multi-tiered continuum of proactive supports to improve student(s) learning and growth within and beyond the classroom.

Interventions are selected & implemented with fidelity.

The delivery of interventions is monitored for at least 6-9 week, or 10-15 weeks.

If interventions are implemented less than 6-9 weeks or 10-15 weeks, a rationale is provided.

Parent and/or community agencies may report concerns about students to the school administrator.

If there is a suspicion of disability, a Request for Evaluation is submitted.

(Actions 1-5)

Is the student responding to the intensity, frequency, and duration of the intervention(s) within the continuum of supports?

(Action 6)

YES.

- If student is progressing:**
- Continue to implement effective teaching practices and evidence-based instructional strategies.

(Actions 4-6)

YES.

- If student has met the SMART goal:**
- Select another skill as previously identified in the prioritization step in the data driven problem solving process.

(Action 2)

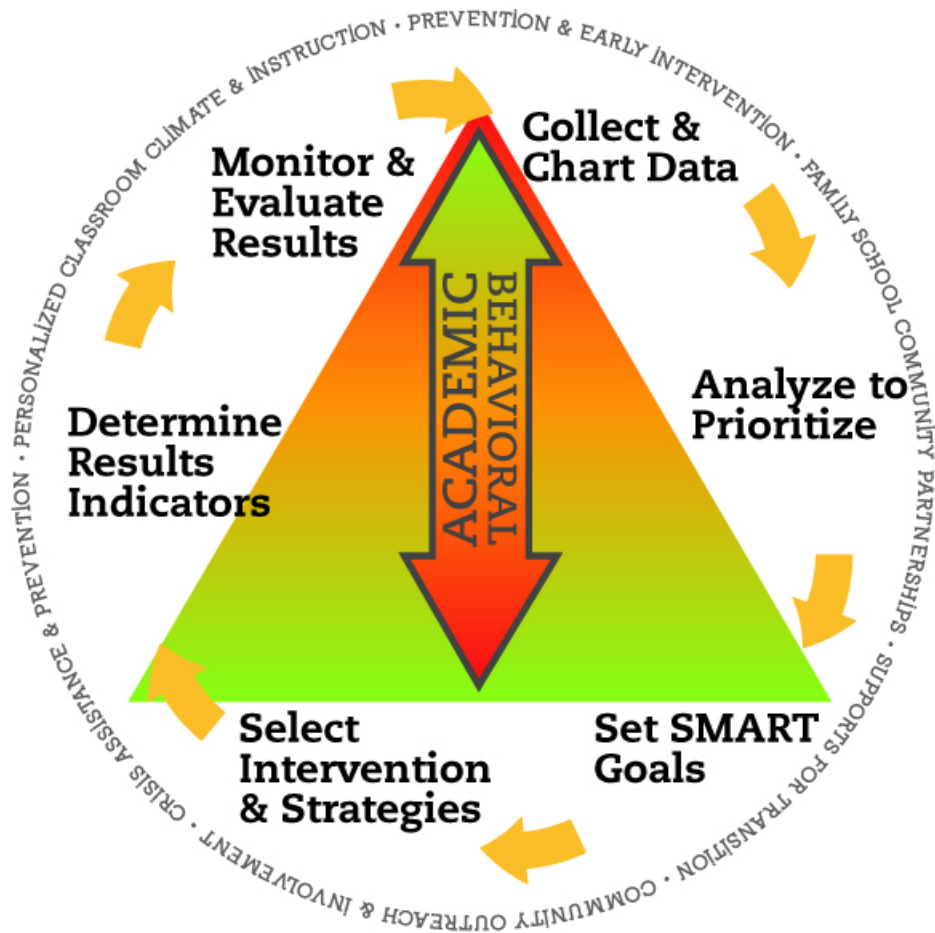
NO.

Consider the following options:

- Repeat the data driven problem solving process to consider additional interventions, strategies, programs, services and/or supports.
- Review effective teaching and assessment practices.
- Provide more intensive interventions.
- Consider referral for Special Education.
- Evaluation due to suspicion of disability.

(Actions 1-5)

Continuum of Proactive Student Supports



The continuum provides the process and procedures for schools to address and improve student achievement. It includes a full range of interventions, programs, supports and/or services of a continuum of integrated and proactive supports to improve student's academic and behavioral performance within and beyond classroom instruction. The continuum addresses a full range of interventions, supports, and programs that address the severity, complexity, and frequency of each student's strengths and needs. It ensures that all students have an equal opportunity to succeed at school. It directly and comprehensively focuses on:

1. addressing barriers to learning and teaching,
2. re-engaging students who have become disconnected from classroom instruction,
3. sustaining and enhancing learning opportunities for students who are succeeding in school, and
4. nurturing students' social, emotional, and behavioral development so growth is balanced and occurs in all domains.

CSSS Six Critical Learning Supports

Six Critical Learning Supports	Primary Prevention	Secondary Targeted Intervention	Tertiary Intervention
Personalizing Classroom Climate & Instruction to Enable & Re-engage Students <i>A positive, nurturing, and caring climate with customized classroom practices enables all children to progress and learn.</i>	<ul style="list-style-type: none"> Ensuring learning opportunities for students with diverse backgrounds and re-designing classroom approaches to meet the needs of all students. 	<ul style="list-style-type: none"> Redesigning classroom approaches to enhance teacher capacity to prevent and handle problems and reduce need for out of class referrals Strategic supplemental interventions must target specific identified student weaknesses 	<ul style="list-style-type: none"> Intensive & targeted interventions to address specific deficient areas for individual students
	<ul style="list-style-type: none"> Classroom & schoolwide approaches used to create & maintain a caring and supportive climate to meet the behavior, physical-health and/or social emotional health of all students. 	<ul style="list-style-type: none"> Strategic supplemental interventions must target specific identified student weaknesses 	<ul style="list-style-type: none"> Intensive & targeted interventions to address specific deficient areas for individual students
Prevention and Early Intervention <i>A continuum of proactive student supports provides a full array of services to address the basic strengths and needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased.</i>	<ul style="list-style-type: none"> Comprehensive, quality instruction for ALL students implemented with fidelity to meet the needs of 80-90% of students. 	<ul style="list-style-type: none"> Strategic supplemental interventions must target specific identified student weaknesses 	<ul style="list-style-type: none"> Not applicable
	<ul style="list-style-type: none"> Schoolwide positive behavioral expectations are established and students are acknowledged with ratio for 6 positives to 1 negative 	<ul style="list-style-type: none"> Evidence based behavioral interventions to remediate challenging behaviors 	<ul style="list-style-type: none"> Not applicable
Family School Community Partnerships <i>Families are team members and partners in the educational process for their children.</i>	<ul style="list-style-type: none"> On-going communication & involvement between school and family on schoolwide expectations regarding academics & behavior. 	<ul style="list-style-type: none"> Addressing specific support & learning needs of family 	<ul style="list-style-type: none"> Addressing specific support & learning needs of family & behavior.

CSSS Six Critical Learning Supports

Six Critical Learning Supports	Primary Prevention	Secondary Targeted Intervention	Tertiary Intervention
Support for Transitions <i>Transition supports minimize interruptions in student learning. Effective transitions are anticipated, coordinated, clearly written, and implemented with appropriate school team members, family members, and community partners.</i>	<ul style="list-style-type: none"> • Welcoming & social support programs for newcomers • Peer buddy programs for students, families, staff, volunteers • Daily transition programs • Personal Transition Plan (Grade 9+) 	<ul style="list-style-type: none"> • Any student having difficulty with transitions are provided supports to facilitate adjustment 	<ul style="list-style-type: none"> • Individualized transition support plan based on student needs
Community Outreach & Involvement and Support (Including Volunteers) <i>The school actively communicates with community agencies and support groups to establish and sustain partnerships that enhance school-community connections.</i>	<ul style="list-style-type: none"> • Connecting school and community efforts to promote child & youth development 	<ul style="list-style-type: none"> • Reaching out to identified students and their families to improve school attendance 	<ul style="list-style-type: none"> • Connecting student and families that provide intensive services
Crisis Prevention & Assistance <i>Services and procedures necessary for crisis and emergency situations are established and practiced to provide specialized assistance programs for students with intensive special strengths and needs.</i>	<ul style="list-style-type: none"> • Creating a caring and safe learning environment • Forming a school-focused Crisis Team • School Emergency Plan reviewed annually & practiced routinely 	<ul style="list-style-type: none"> • Assessing and identifying needs of individual or group as a result of a crisis situation 	<ul style="list-style-type: none"> • Mobilizing the crisis team to provide immediate assistance and ensuring follow-up care as necessary

eCSSS Early Warning System

Early Warning System

School Name: School Code: Complex: District:

Marks 21% 18% 61%

Attendance 3% 11% 86%

Incidents 0% 100%

GLOs 3% 2% 95%

Filters **Supports**

Student List:

Grade:

Repeating Grade:

Two or more years over age for grade:

Marks - Off Track - 21% (83)

Student ID	Student Name	Status
00206	ABBEY, LANE	Off Track
00670	BEE, HIVE	Off Track
00869	CASTLE, ROCK	Off Track
01430	COME, GO	Off Track
08569	DOE, JOHN	Off Track
00857	MANDM, CANDY	Off Track
01690	LITTLE, PEANUT	Off Track
00896	SWEET, SOUR	Off Track
01371	RU, KIDDING	Off Track
01239	WHY, NOT	Off Track
00230		Off Track

0206 ABBEY, LANE

Indicator Summary	Status
Marks	Off Track
Attendance	Off Track
Incidents	On Track
GLOs	On Track

[View Student Profile](#)

[Close](#)

Table 1. Indicators and Thresholds in Early Warning System (EWS) for Elementary School Students

Indicator	Update Frequency	Analysis Period	On-Track	Approaching Off-Track	Off-Track
Course Marks	Quarterly	Each quarter	<25% core content area standards "Not Met"	25% to 50% core content area standards "Not Met"	50% core content area standards "Not Met"
Attendance	Daily	School days in current school year to date	<10% days absent	10% to 20% days absent	>=20% days absent
Incidents	Daily	Rolling 30 school days	Total weighted incident score <5	Total weighted incident score of 5-9	Total weighted incident score of >=10
GLO's	Quarterly	Each quarter	No "Rarely"	1 "Rarely"	2 or more "Rarely"

Table 2. Indicators and Thresholds in EWS for Middle/High School Students

Indicator	Update Frequency	Analysis Period	On-Track	Approaching Off-Track	Off-Track
Course Marks	Quarterly	Each quarter	No D's or F's in core subjects	1 D or 1 U in core subject	1 F or 2 U's in core subject
Attendance	Daily	School days in current school year to date	< 10% days absent	10% to 20% days absent	> = 20% days absent
Incidents	Daily	Rolling 30 school days	Total weighted incident score of <5	Total weighted incident core of 5-9	Total weighted incident score of >=10

Reflection

1. How do I see myself as a professional in the 2012 CSSS process?
2. How do the CSSS enhancements impact my work schoolwide and with individual students and their families?
3. What kind of schoolwide/classroom supports do I currently provide to my students? What will I do differently to support the enhanced CSSS framework to enhance student achievement and growth?
4. Who do I reach out to when I have student concerns?
- 5.