2012 Comprehensive Student Support System
RESPONSE TO INTERVENTION
Supporting ALL Students

BOE
Student Achievement Committee
April 16, 2013

Supporting _ALL_ Students

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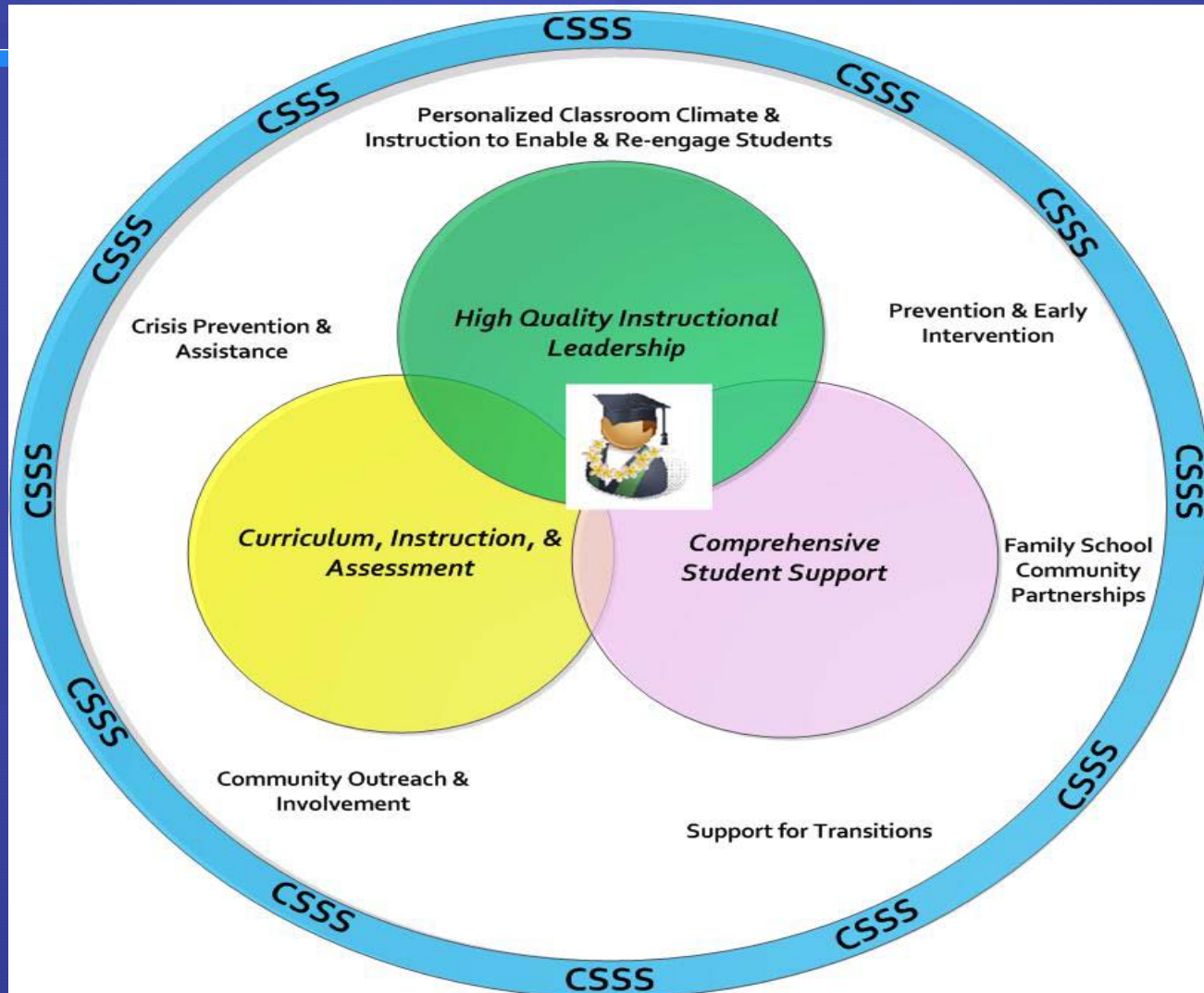responds to students' need(s).

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.

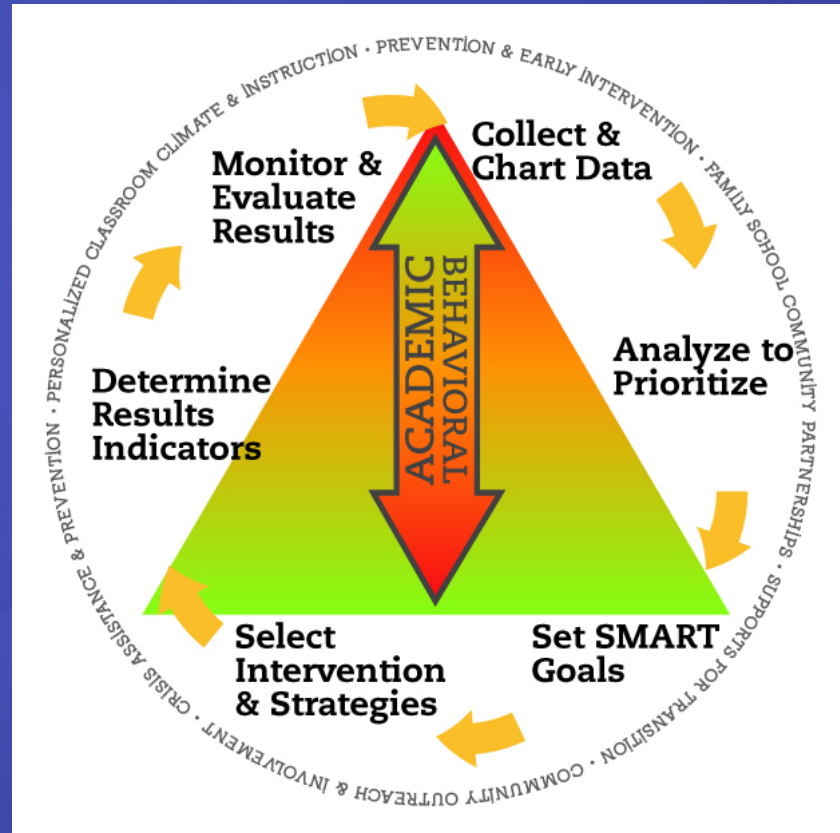# Race To The Top
Continuum of Proactive Student Supports

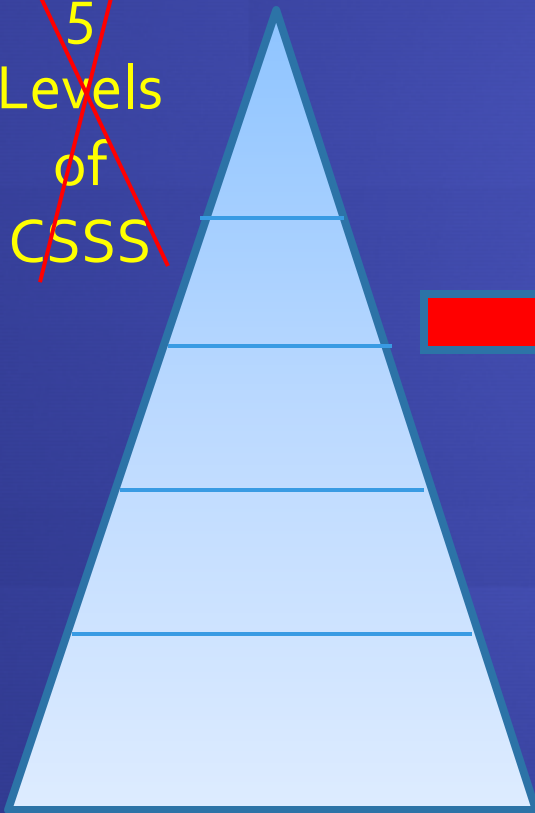1. **Schools will implement a comprehensive, integrated, and multi-tiered system of a continuum of proactive student supports that meets the needs of all students so they may achieve academic & social/emotional success within the classroom.**

2. **Schools will use an enhanced electronic database system(s) to document student support processes & procedures.**
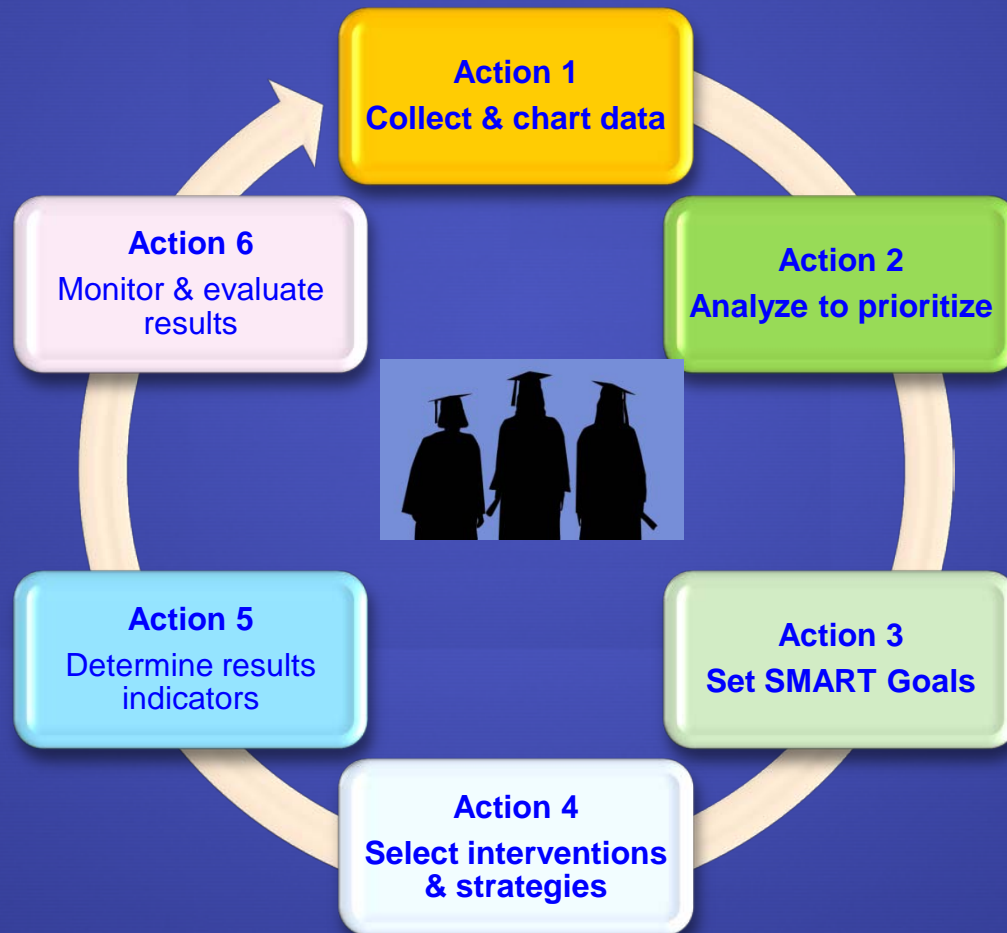
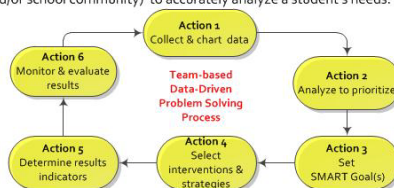# College & Career Ready

Multi-tiered Continuum of Supports

Function, Not labels

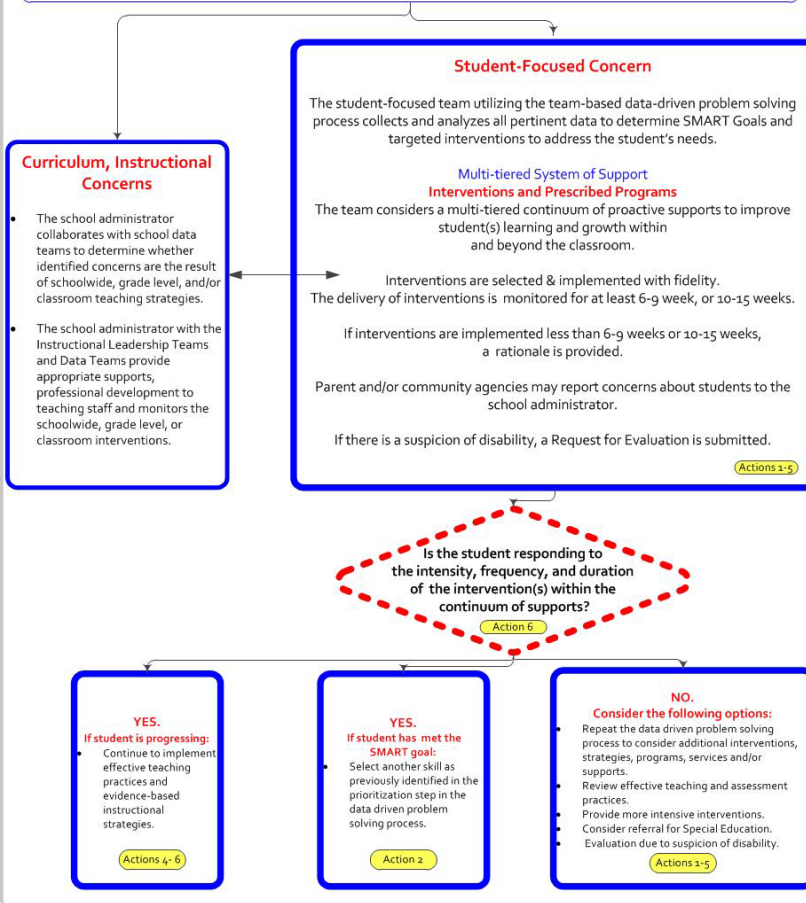## 2012 Comprehensive Student Support System Process
August 21, 2012

- 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.

Action 1
Collect & chart data

Action 6
Monitor & evaluate results

Team-based Data-Driven Problem Solving Process

Action 2
Analyze to prioritize

Action 5
Determine results indicators

Action 4
Select interventions & strategies
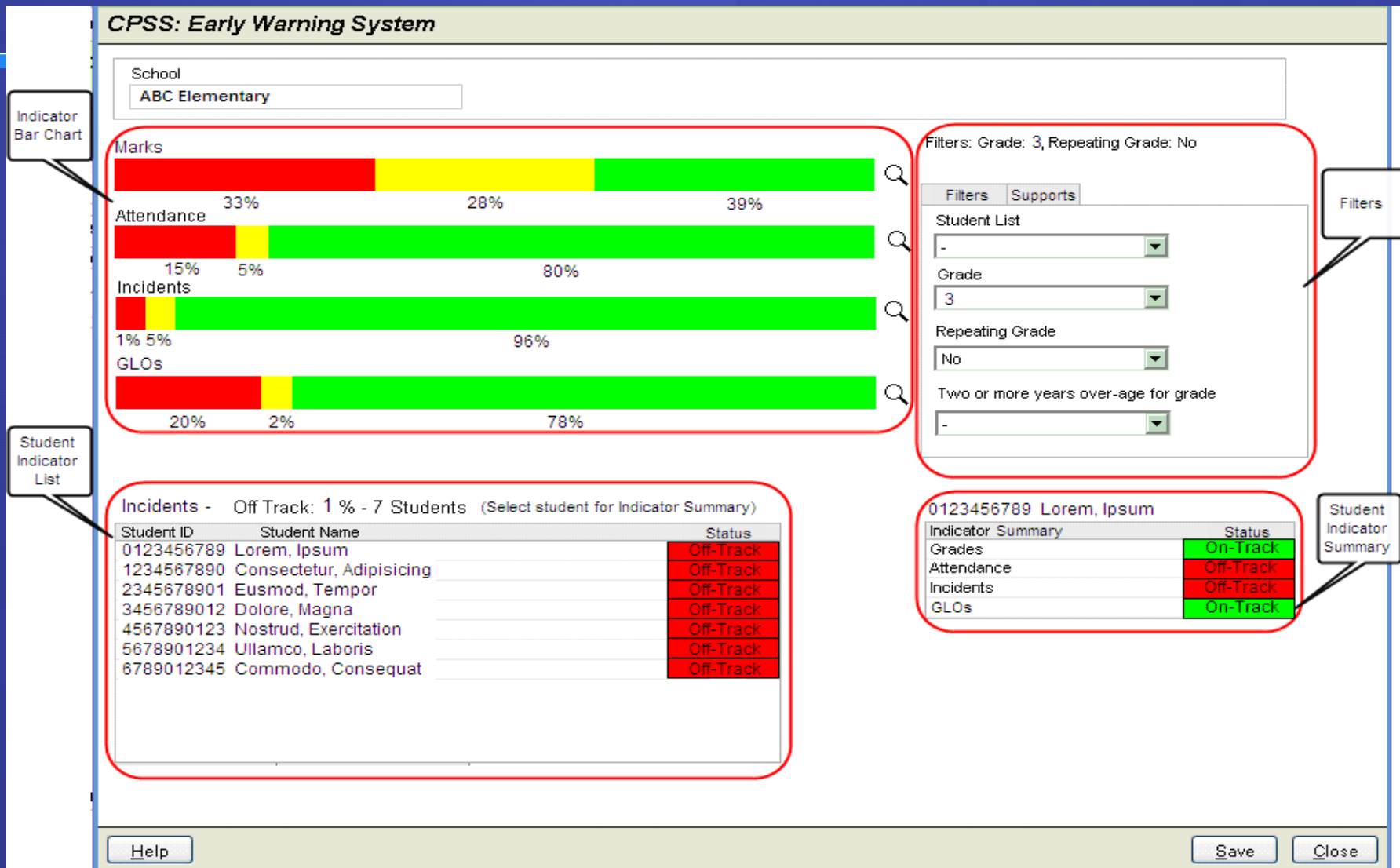
Action 3
Set SMART Goal(s)

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.
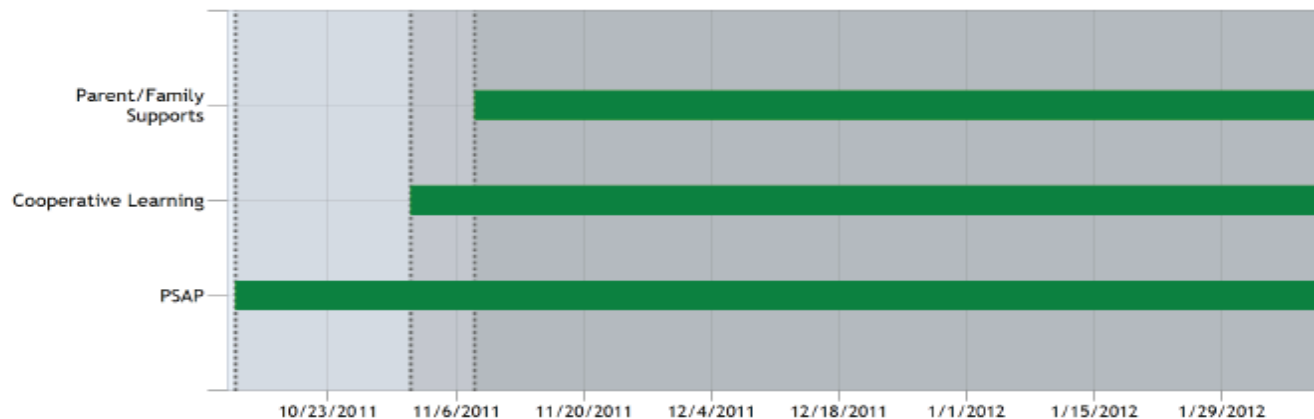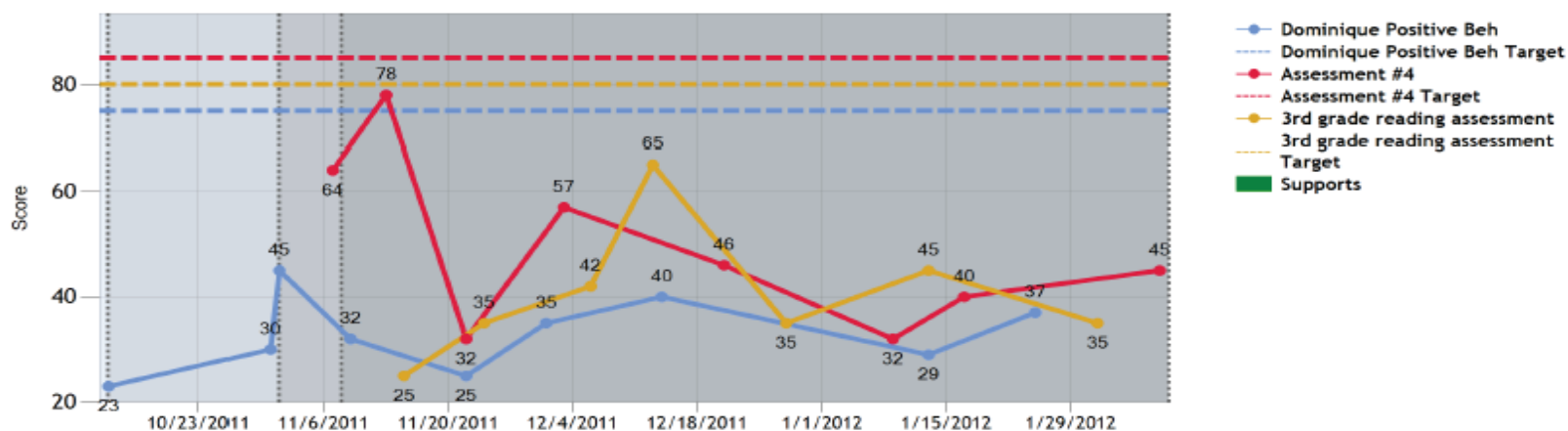
Curriculum, Instructional Concerns

- 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

EWS Components

Student Progress Chart

Student Name	Student ID	Birth Date	Gender	Grade	School
UNICORN-WOLF_ZZ, DOMINIQUE	2120600628	05/13/2000	M	91	Kipapa (212)

Acad Beh Chart
Concern: Behavioral/Emotional: Difficulty Following Rules

Training Implementation

Sept 2011-Feb 2012	May 2012-Oct 2012	Aug 2012-Present	Fall 2013-June 2014	June 2014-May 2015
Improving School Committee Climate	**eCSSS Early Warning System**	**2012 Comprehensive Student Support System Part 1**	**2012 Comprehensive Student Support System Part 2**	**2012 Comprehensive Student Support System Part 3**
All school administrators	All school administrators

Identified school data entry persons | All school administrators

Administrators & School Team | Complex Resource Staff

All school administrators & School Team | Complex Resource Staff

All school administrators & School Team |
| •Heads-up to new CSSS & foundations for implementing RTI
•Significance of positive school community climate, social emotional development | •Use and implementation of EWS to identify students: On-track, Approaching-Off track, Off-track
•Documentation of student supports from concern, to goals, to intervention to monitoring | •Clear understanding of enhanced CSSS with integration of multiple initiatives
•Conducting CSSS self-assessments to develop school profile & action steps | •Training of C.A.S.T. staff to develop complex capacity to implement components of RTI for academics and behavior.
•Prep schools for implementing Universal Screening & Progress Monitoring | •Training of C.A.S.T. staff to monitor fidelity and sustainability of CSSS implementation |
| •Tools for assessing school climate & teaching social emotional development | •eCSSS EWS usage indicate 100% of schools utilizing | •Pre and Post surveys | •To what degree are identified students being provided with supports and/or interventions? | •To what degree are schools teams able to sustain with integrity and fidelity CSSS? |