

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Dr. Nicholas Gledich, Superintendent
Dr. Mary Thurman, Deputy Superintendent
Personnel Support Services

School Accountability (SAC) Training Agenda

April 5, 2018

Tesla Professional Development Center

6:00pm – 8:00pm

Room 116/129

- 6:00 – 6:10pm **Welcome and Introductions**
Dr. Parth Melpakam – DAC Chairperson
- 6:10 – 6:15pm **Move to break-out training rooms (Session 1)**
- 6:15 – 6:45pm **Session 1 (each session will contain the same 5 topics to choose from)**
1. Parent/Teacher Communication – room 112
Presenters: Devra Ashby/LouAnn Dekleva
Included in this training topic will be:
 - ✚ The Loop, including teacher messaging system
 - ✚ Ways teachers can communicate with parents through Blackboard
 - ✚ Information about the program Peachjar
 - ✚ An example of good parent communication from Mann MS
 2. Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) – room 113
Presenter: Jeremy Koselak
Included in this training topic will be:
 - ✚ D11's vision and goals in implementing MTSS, plus "How is MTSS different from RTI?"
 - ✚ Early Warning System designed to flag students for a variety of risk factors; what parameters are monitored, who has access, how is it used, what data can be reported to SACs? Implementation plans for high school middle school and elementary school levels
 3. Student Discipline/Attendance Data Availability – room 110
Presenters: Greg Ecks/Brian Blanc
Included in this training topic will be:
 - ✚ Review of 2017-2018 student discipline incidents
 - ✚ Discussion on site based data that is available

4. Individual Career and Academic Plan (ICAP)/Dual Enrollment-room 111

Presenters: Logan Laszcyk/Duane Roberson

Included in this training topic will be:

- ✚ ICAP program - Vision for the future and implementation
- ✚ Naviance program – Vision for the future and implementation plan, also what data is available to monitor overall access and usage in a school
- ✚ Highlights on events and programs to connect students with career information/career and job opportunities
- ✚ Update on dual enrollment opportunities (CDE, CU Gold, etc)
- ✚ D11 plans for new and expanded career pathway options and timeline for implementation

5. Social/Emotional/Cultural – room 134/135

Presenter: Cory Notestine

Included in this training topic will be:

- ✚ Social Emotional Learning – D11's vision and goals (Random Acts of Kindness)
- ✚ Comprehensive Student Support Model (CSSM) – what is it? Plus D11's vision and goals for implementation
- ✚ Updates on suicide threat assessment and prevention since Spring 2017

6:45 – 6:50pm **Move to break-out training rooms (Session 2)**

6:50 – 7:20pm **Session 2 (same topic choices from session 1)**

7:20 – 7:25pm **Move to break-out training rooms (Session 3)**

7:25 – 7:55pm **Session 3 (same topic choices from session 1)**

7:55 – 8:00pm **Conclusion - room 116**

- Door Prizes and Evaluation of Training (leave at door)

Thank you for participating in the SAC Trainings offered in the 2017-2018 schoolyear. We look forward to seeing you for future trainings in 2018-2019 – more information will follow

SAC Chairs & Members:

Please accept our heartfelt appreciation

Our District and Schools are better

Because of your dedication.

Thank you for being an amazing advocate for our students!!

We hope to see all of you again next year.

Sincerely,

Dr. Parth Melpakam, Dr. Wendy Chiado, Mr. Lyman Kaiser,

Dr. Ed Plute, Mr. John Roebke & all of us at the DAC.

For some people
Volunteering is about giving

But for the likes of you

It is a way of living...

Thank You



**Parents & School
Administrators:**

If you are aware of any parent or community member who would have an interest in participating in DAC or any of its subcommittees during the 2018-2019 academic year, please contact:

Wendy Chiado
DAC Membership Subcommittee
Chair - wchiado@aol.com

Parth Melpakam
DAC Chair
melpakam@yahoo.com



Colorado Springs School District 11

BUDGET MODIFICATION FORM

For Fiscal Year: 2017-2018

Please select the box next to your request type:

Incremental Budget Request (IBR): ☒ June Modification: ☐ Mid-Year Modification: ☐

Department or School: K12 Executive Directors

Division: Superintendent

Total Amount Requested: \$149,000

Non-Recurring or Recurring Funds?: (N-Non-recurring or R-Recurring) N

Additional FTE Requirement: (Attach Request for FTE Authorization Form)

- Administrators _____
- Teachers _____
- ESP _____

Fund	Dept. ID	SRE	Program	Account	Project	Dollar Amount
10	630	00	00900	061000	0000	\$149,000

Description and intended purpose for these funds:

Provide 5,600 middle school (\$46,200) and 12,500 elementary school (\$103,125) students with a basic package of school supplies each fall. This will alleviate annual apprehension from students and parents with the costs and preparation of the school year. This request funds supplies in Fy18-19.

Quantification by Need:

1) *When did this need arise?*

This need has existed for several years.

- It has become a more urgent need with increased parent feedback and challenging socio-economic student population. Specifically, rising free and reduced lunch rates across District 11 over the past decade.
- Superintendent Student Sounding Board members provided unsolicited comments during school year 2016-17 as a concern for students and families.

2) *What district need will this purchase address?*

The fiscal support of basic elementary and middle school supplies that are requested on an annual basis. This will allow school sites to open the year with appropriate instructional supplies on hand, minimize the amount of supply processing at beginning of the year, and generate student/parent engagement.

3) *What evidence is there of the level of that need?*

Historical school supply list request from school sites to parents, the rising costs of supplies, and a continual trend of a student population with socio-economic challenges. All supplies identified for purchase have been cross-referenced against the school year 2017-18 supply list on the District 11 website.

4) *What would the results be if the funds were not allocated?*

Would continue with parental request to provide the supplies.

5) *What are the alternative means of achieving the same goal?*

This process provides the most fiscally prudent opportunity for K-8 school supplies. An alternative way to provide is to fund a supply account at each school. Schools could then purchase the supplies. This is not recommended as it would increase the work load for school staff.

Quantification by Funding:

1) *What portion of your current budget (or that of your division) would you be prepared to redirect to this request? Does request require superintendent approval under current year's fiscal directives? If so, please attach approval.*

None.

2) *What other products/programs were considered and how do they compare?*

None. Previous partner with the Career and Technical Education program in District 11 and local company.

3) *How could this request be funded through other means?*

Continue to request that parents provide specific supplies.

4) *What are initial and long-term ancillary costs of purchases? (information technology, professional development, facilities, etc.) What is the long-term plan for any ancillary costs in order to sustain the request? Note that ancillary costs may be considered as recurring costs for this request.*

This "gift" may/should be continued on an annual basis as it supports, schools, students, and parents. Providing this one year and not providing in subsequent years may cause parent disenfranchisement. Annual request as non-recurring may be necessary.

5) *On what time frame would this request be expended? Specific date, within the first month, first quarter, evenly through the year? Will funds be expended before the end of the current fiscal year?*

Funds need to be available, July 1, 2018. Funds would be expended before the end of June 30, 2019.

Quantification by Evaluation:

1) *Identify Measurable Expected Outcome(s) (MEO). Also describe how your MEO will be quantified.*

- Number of supply kits purchased to provide historical need.
- Staff and parent feedback survey

Division Head Approval: _____ Date: _____

For Budget Office Use

Amount approved by Administration (Cabinet):-----\$ _____

Date Received _____

Catalog Number _____

EXEC-3

Colorado Springs School District 11

BUDGET MODIFICATION FORM

For Fiscal Year: 2018-19

Please select the box next to your request type:

Incremental Budget Request (IBR): ☒ June Modification: ☐ Mid-Year Modification: ☐

Department or School: Division of Technology Services

Division: Information Technology

Total Amount Requested: \$3,714,900

Non-Recurring or Recurring Funds?: (N-Non-recurring or R-Recurring) N

Additional FTE Requirement: (Attach Request for FTE Authorization Form)

- Administrators _____
- Teachers _____
- ESP _____

Fund	Dept. ID	SRE	Program	Account	Project	Dollar Amount
10	672	00	00900	073400	0000	\$3,714,900

Description and intended purpose for these funds:

These funds will provide a laptop computer for every District 11 high school student and teacher over a five-year rollout.

After the five-year implementation, a recurring budget of \$928,725 per year will be required to sustain the high school 1:1 program.

Quantification by Need:

1) *When did this need arise?*

To prepare every learner for a world yet to be imagined, the District must take advantage of modern tools and resources to enable a modern, personalized, collaborative learning experience. This technology initiative will provide daily opportunities – both at school and at home – to collaborate; solve relevant problems; create, and apply skills in an authentic manner; and enhance student preparation for the dynamic world that awaits them.

2) *What district need will this purchase address?*

District 11's vision is for "every student prepared for a world yet to be imagined." District high schools can help better move this vision forward by providing educational opportunities and access to educational resources 24/7 to bring the world to the classroom.

3) *What evidence is there of the level of that need?*

We live in a digital world in which technology and the use of technology is exponentially growing. For students to be able to function better in this digital world, they need effective tools at their fingertips to use for learning. Effective teaching/learning in the modern, digital age requires technology that is flexible, provides dynamic tools, facilitates student engagement, and that ultimately enhances student learning and success.

4) *What would the results be if the funds were not allocated?*

District 11 will continue to provide old style computer labs, shared carts of devices for in-school usage, and print textbooks.

5) *What are the alternative means of achieving the same goal?*

District 11's primary goal is to improve student achievement. Students can still achieve and learn with old style computer labs, shared carts of devices for in-school usage, and print textbooks. Students that already own a device can bring it to school if a digital learning platform is in place.

Quantification by Funding:

- 1) *What portion of your current budget (or that of your division) would you be prepared to redirect to this request? Does request require superintendent approval under current year's fiscal directives? If so, please attach approval.*

No discretionary funds are currently available to support this project.

- 2) *What other products/programs were considered and how do they compare?*

District 11 has offered a "bring your own device" (BYOD) option for students for several years. When all students don't have access to a device it is difficult to plan lessons around the use of technology.

- 3) *How could this request be funded through other means?*

Students buy and bring their own device, which can run into equity problems for our needy students and classroom management issues for teachers.

- 4) *What are initial and long-term ancillary costs of purchases? (information technology, professional development, facilities, etc.) What is the long-term plan for any ancillary costs in order to sustain the request? Note that ancillary costs may be considered as recurring costs for this request.*

1. Develop a plan/timeline for 1:1 implementation for each high school which includes:
 - a. Stakeholder (parents, students, teachers) engagement and communication plan which includes collecting data in support of 1:1 project.
 - b. Rollout plan for teacher and student devices.
 - c. On-going professional development and coaching plan for teachers.
 - d. Student-led help desk plan in conjunction with career and technical education program.
 - e. Plan for learning platform to support 1:1 class rooms.
2. Integrate learning platform data with the District student information system to create a seamless environment.
3. Identify on-going funding to sustain annual device replacements for new freshman class, new students, and teachers (\$928,725) at the end of the initial five-year rollout.

- 5) *On what time frame would this request be expended? Specific date, within the first month, first quarter, evenly through the year? Will funds be expended before the end of the current fiscal year?*

Five years total with provision for a device for each teacher beginning in August 2018. Each year thereafter, a freshman class will be added.

2018-19	Teacher rollout
2019-20	Freshman class
2020-21	Freshman class
2021-22	Freshman class
2022-23	Freshman class

Quantification by Evaluation:

1) *Identify Measurable Expected Outcome(s) (MEO). Also describe how your MEO will be quantified.*

1. Students will develop higher technology skills that support critical thinking, creativity, collaboration, and communication.
2. Students will have access to educational digital resources for learning 24/7.
3. Students can be more engaged and self-paced by having digital learning tools at their fingertips.
4. Online digital textbooks can be available on device instead of having students carry heavy print textbooks in backpacks.
5. Online assessments can take less teaching time in schedule since all students will have own device and can take assessments at same time (instead of one or two grade levels at a time due to limited numbers of computers).

Division Head Approval: _____ **Date:** _____

For Budget Office Use

Amount approved by Administration (Cabinet):-----\$ _____
Date Received _____ **2/16/2018**
Catalog Number _____ **TS-8**

10.20.15

BOE wants SAC Feedback

Over the past month, the District Accountability Committee (DAC) and the Budget Subcommittee analyzed the 2018-2019 D-11 Budget Modification Requests (BMRs). A written recommendation was provided to the Board of Education (BOE) on all the budget requests. The BOE is particularly interested in School Accountability Committee (SAC) and staff feedback on a couple of budget proposals.

The proposals are briefly discussed on this page and all the relevant details of each proposal are attached. All the BMRs (including the two discussed on this page) goes for vote as an Action Item before the BOE on April 11, 2018.

Please share this information with your school community (parents & school staff). If your school community has comments, suggestions, or concerns about either proposal, please forward those thoughts via email to Parth Melpakam (melpakam@yahoo.com) or Trudy Tool (trudy.tool@d11.org). We would like these responses back by the end of the business day on April 9, 2018 so we can send a timely feedback to the BOE before the April 11, 2018 meeting. The BOE and DAC thank you for your help in this matter.

TS-8: Request of \$3,714,900 for a high school 1:1 computer rollout over the next 5 years for students and teachers.

- These funds will provide a laptop computer for every District 11 high school student and teacher over a five-year rollout.
- This initiative will provide daily opportunities – both at school and at home – to collaborate, solve problems, create and apply skills in an authentic manner, and enhance student preparation for the dynamic world that awaits them.
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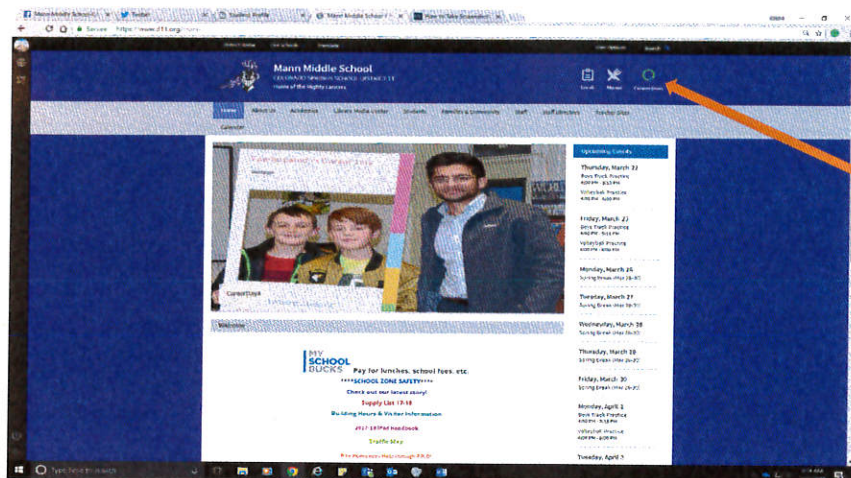
EXEC-3: Request of \$ 149,000 Basic School Supply Package for elementary & middle schools (K-8).

- Provide 5,600 middle school (\$46,200) and 12,500 elementary school (\$103,125) students with a basic package of school supplies each fall.
- This will reduce the annual costs of purchasing school supplies for parents and students in preparation for the beginning of the school year.
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Please contact Parth Melpakam – melpakam@yahoo.com (or) Trudy Tool (trudy.tool@d11.org) with your thoughts on the above budget proposals by April 9, 2018.



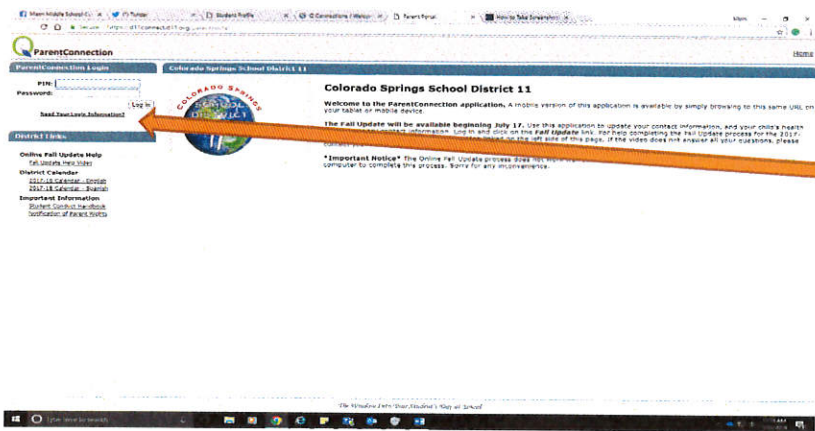
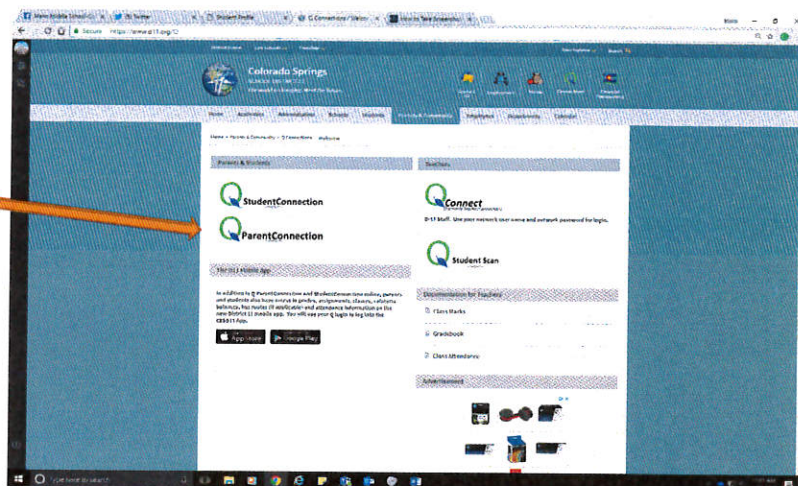
ParentConnection Access Information



Open internet website at
<https://www.d11.org/mann>

Click on green Q icon in upper
right-hand corner.

Click on  Parent Connect.

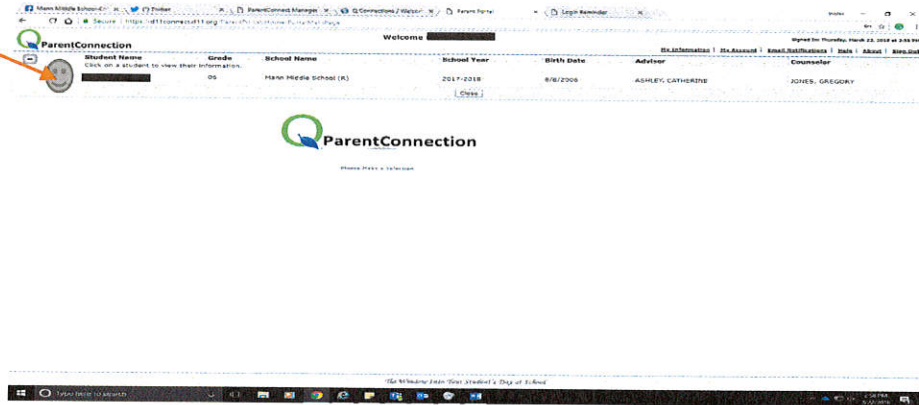


Login into your parent connect account
using your personalized pin and
password.

If you do not have a pin and or password
please click on the "Need log in
information?" located below password
box. Please contact Mann at
719.328.2300 if further assistance is
needed.

You are in!

Click on your student to access his or her information.



- Open each tab by clicking on the plus sign to view the information *example +Assignments* - click the minus sign to close the tab. Parents have access to grades, assignments, attendance, cafeteria balances, etc.

ParentConnection

Welcome [Student Name]

Signed In Thursday, March 22, 2018 at 2:10 PM

My Information | My Account | Email Notifications | Help | About | Sign Out

Student Name	Grade	School Name	School Year	Birth Date	Advisor	Counselor
[Student Name]	05	Mann Middle School (R)	2017-2018	8/8/2006	ASHLEY, CATHERINE	JONES, GREGORY

Per: 3 Beginning Band 4 (MUM.BCB14)

Current Quarter 4 Progress Grade: A (93.3%)

Teacher: KINCAID, KIMBERLY

Detail	Date Due	Assigned	Assignment	Pts Possible	Score	Pct Score	Scored As	Extra Credit	Not Graded	Comments
	03/15/2018	03/15/2018	Fill Cubes-Find Volume	10	8.9	89%				
	03/14/2018	03/14/2018	Calculating Volume (Half sheet)	10	9	90%				
	03/12/2018	03/12/2018	A3K "A Molecule Movie"	10	8.1	81%				
	03/08/2018	03/08/2018	Measure-Triple Beam Balance Stations	10	8	80%				

Per: 5 Lang Arts 6 (ENM.LA6)

Current Quarter 4 Grade: B

Teacher: SANCHEZ, STACEY

Detail	Date Due	Assigned	Assignment	Pts Possible	Score	Pct Score	Scored As	Extra Credit	Not Graded	Comments
	03/15/2018	03/15/2018	Concert G Scales	100	85					
	03/12/2018	03/12/2018	L60 or 64	100	85					
	03/12/2018	03/12/2018	Participation 3/12-3	100					✓	
	03/12/2018	03/12/2018	Participation 3/19-3/23	100					✓	
	03/12/2018	03/12/2018	Participation 4/2-4/6	100					✓	
	03/12/2018	03/12/2018	Participation 4/9-4/13	100	100					

Per: 6 Math 6 (MAM.MATH6)

Current Quarter 4 Progress Grade: D+ (68.0%)

Teacher: ARCHULETA, CHARLENE

Detail	Date Due	Assigned	Assignment	Pts Possible	Score	Pct Score	Scored As	Extra Credit	Not Graded	Comments
	03/15/2018	03/15/2018	Touching Spirit Bear Ch. 4-6 Kahoot Quiz	10	6	60%				
	03/16/2018	03/12/2018	# of articles completed at 75% or higher	2	4	200%				Updated 3/18/18.
	03/15/2018	03/14/2018	Touching Spirit Bear Ch. 2-3 Kahoot	11	9	81.8%				Took quiz on 3/21/18.
	03/12/2018	03/12/2018	Touching Spirit Bear Ch. 1 Kahoot	10	9	90%				
	03/08/2018	01/04/2018	# of articles complete @75% or higher	18	28	155.6%				Updated 3/12/18.

Per: 7 Intro to the Visual Arts (ARM.INTRO)

Current Quarter 4 Progress Grade: A (93.3%)

Teacher: TRUJILLO, BRIAN

Detail	Date Due	Assigned	Assignment	Pts Possible	Score	Pct Score	Scored As	Extra Credit	Not Graded	Comments
	03/23/2018	03/18/2018	ST Math 100 Minutes	2					✓	
	03/21/2018	03/21/2018	Percents Quiz--Socrative	15	6	40%				
	03/20/2018	03/20/2018	4.5 Additional Practice Finding Percents of a Number	10	6	60%			✓	not turned in
	03/19/2018	03/16/2018	pg 172-173 (20-38 even)	2	2	100%				
	03/16/2018	03/12/2018	ST Math 100 Minutes	20	18	90%				
	03/12/2018	03/12/2018	Percents (QR Code Activity)	6	5	83.3%				
	03/08/2018	03/08/2018	Fractions to Percent Kahoot!	2	2	100%				
	03/08/2018	03/04/2018	ST Math 100 minutes	10					✓	
	03/08/2018	03/08/2018	On Time and Complete Tasks 2/19-3/8							

The Window Into Your Student's Day at School

MANN MIDDLE SCHOOL



1001 E. Van Buren
Colorado Springs, CO 80907
Telephone (719) 328-2300
Fax (719) 448-0354

Shawn Limberg, Principal
Alvin N. Brown, Assistant Principal
Marcia Case, Assistant Principal
Lana Schymos, Coordinator, Student Services

Q Connections/Parent Portal Information and Class

Hoarce Mann Middle School offers all incoming 6th-grade parents the opportunity to participate in a Q Connections training class. They have the chance to log on to their student's account and actively go through the information, ask questions, and become familiar with the system.

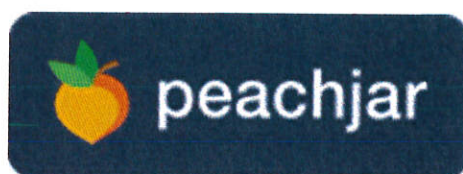
Q Connections is a complete online system which allows the **parent** access to their student's **information** including, but not limited to, student schedules, grades, discipline, and attendance.

The information is widely used at the middle and high school levels for the parents to get a glimpse of their student's educational status.

This class is offered to help the transition process from elementary school to middle school. The access to **Q connections** is vital for parents and teachers and provides an efficient and easy way to communicate between the two. The parents have immediate access to their students day and can link directly to one or more teachers if they have any questions or concerns. The **Q Connections** class is a great way to engage new Mann families to become involved in their child's education.

ELECTRONIC FLYER DELIVERY STARTS **April 12, 2018**

Colorado Springs School District 11 is getting ready to launch a new electronic flyer communication tool called "Peachjar." To view school-approved Digital flyers, simply click the Peachjar button on your school's website homepage.



This "green" initiative will save our schools tons of paper and reduce copy costs by thousands of dollars. On top of that, posting school flyers in this electronic backpack removes a significant administrative burden from teachers, office staff, and volunteers.

No action is required on your part. You will receive a welcome email from our service provider (Peachjar) that includes a username and password. This is provided to give you the opportunity to manage your account and flyer delivery preferences. You do not need to login to receive or view school digital flyers.

To ensure smooth delivery of this communication, we suggest you add school@peachjar.com (or your district's selected "from email address") to your email contacts. When you receive your first eflyer, be sure to click "always display images."

This system is used exclusively for distribution of school-approved flyers. Your email address will not be shared or used for any other purpose. Thank you for supporting our efforts to ensure parents are well informed about school programs, activities, and events.



What is *MTSS* in Colorado?

Introduction

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business,” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

Definition (2016)

In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as:

a prevention-based framework of team-driven data-based problem solving for improving the outcomes of **every student** through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.



CO MTSS Components

The Five Essential Components are:

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision-Making
- Family, School, and Community Partnering
- Layered Continuum of Supports
- Evidence-Based Practices

The CO MTSS framework in Colorado is comprised of these Essential Components, which form a foundation for creating a sustainable system of supports.

When schools and districts fully-embrace and embed these components into their organizational structure, systems alignment and substantive improvement can occur. An enabling context is established so that systems-level and stakeholder-level innovations can be initiated, implemented with fidelity, and maintained successfully over time. The goal and primary purpose of CO MTSS implementation is to improve outcomes for students, using:

- **data** for decision making,
- **evidence-based practices** for student outcomes, and
- **systems** which adults need in order to support implementation efforts.





Creating a Problem Solving Culture

By systemically evaluating and analyzing student progress through ongoing universal screening and progress monitoring, school systems are able to more efficiently use their available resources and to improve student performance. Information yielded by these data sets allows educators to problem-solve less severe educational challenges in the general education environment and preserve additional resources for students who require more targeted and intensive instruction and intervention in order to achieve educational benchmarks. This type of structured problem-solving process meets the mandates of both ESEA (2002) and IDEA (2004). CO MTSS also supports the Colorado educational legislation priorities SB 10-191 (Educator Effectiveness), HB12-1238 (READ Act), SB08-212 (CAP4K), HB11-1254 (Bullying in Schools), and SB13-193 (Parent Engagement in Schools) and contributes to legislated considerations in the Every Students Succeeds Act (ESSA) and Coordinated Early Intervening Services (CEIS).

CO MTSS implementation is dependent upon effective use of data and information to make decisions about student-level and system-level progress. In order for districts and schools to function as a problem-solving culture, a shift in thinking must take place. The shift is the recognition that student achievement comes from a collective responsibility of all stakeholders to ensure an appropriate fit of curriculum, instruction, and environment that enables student learning. Effective leadership facilitates the building of systems and atmosphere to support and encourage educational stakeholders to problem solve at all levels and more efficiently meet student needs.

Leadership for CO MTSS

Shared leadership within CO MTSS exists at all levels (school, district, region, and state). For MTSS implementation to be successful, it is critical to establish leadership teams at each level of the system; these teams will ensure effective implementation across all levels of the system (district, school, classroom, and individual student). Initially, the team creates a common vision and establishes common language in order to clarify purpose and desired outcomes. Through data-based problem solving and decision-making, system support needs are identified, and plans are constructed. Leadership teams engage in ongoing review and evaluation of progress data to determine how to best allocate funding and available resources.

Implementation is a Science

Effective implementation of an MTSS framework—building both individual stakeholder capacity and the system's collective capacity—takes time. In order to reach *full implementation*, implementers should expect the process to take 2-4 years. An MTSS framework unifies complex inputs within an organizational frame contingent on the interaction of interdependent supports including: administrative and distributed leadership, teaming structures, use of a problem-solving process, coaching, operating routines, embedded and continuous personnel development, and action planning.

The Office of Learning Supports (OLS) at CDE provides support to leadership teams demonstrating readiness for implementation of MTSS. Readiness may be evident through activities such as: composition of a district-level leadership team; systems assessment (revealing strengths/gaps); and feasibility of establishing an MTSS framework locally, with identified priorities, planning, and procedures for evaluation.

Where can I learn more?

Colorado Multi-Tiered System of Supports: <http://www.cde.state.co.us/mtss>

Colorado Department of Education

201 E. Colfax Ave., Denver, CO 80203 • 303-866-6262 • watchorn_k@cde.state.co.us

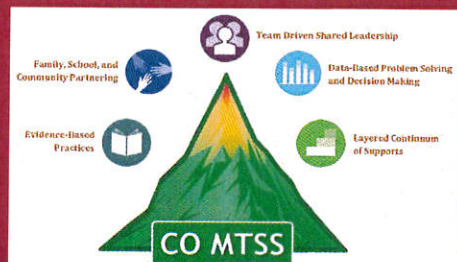
MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FOR DI I SACC

APRIL 5, 2018

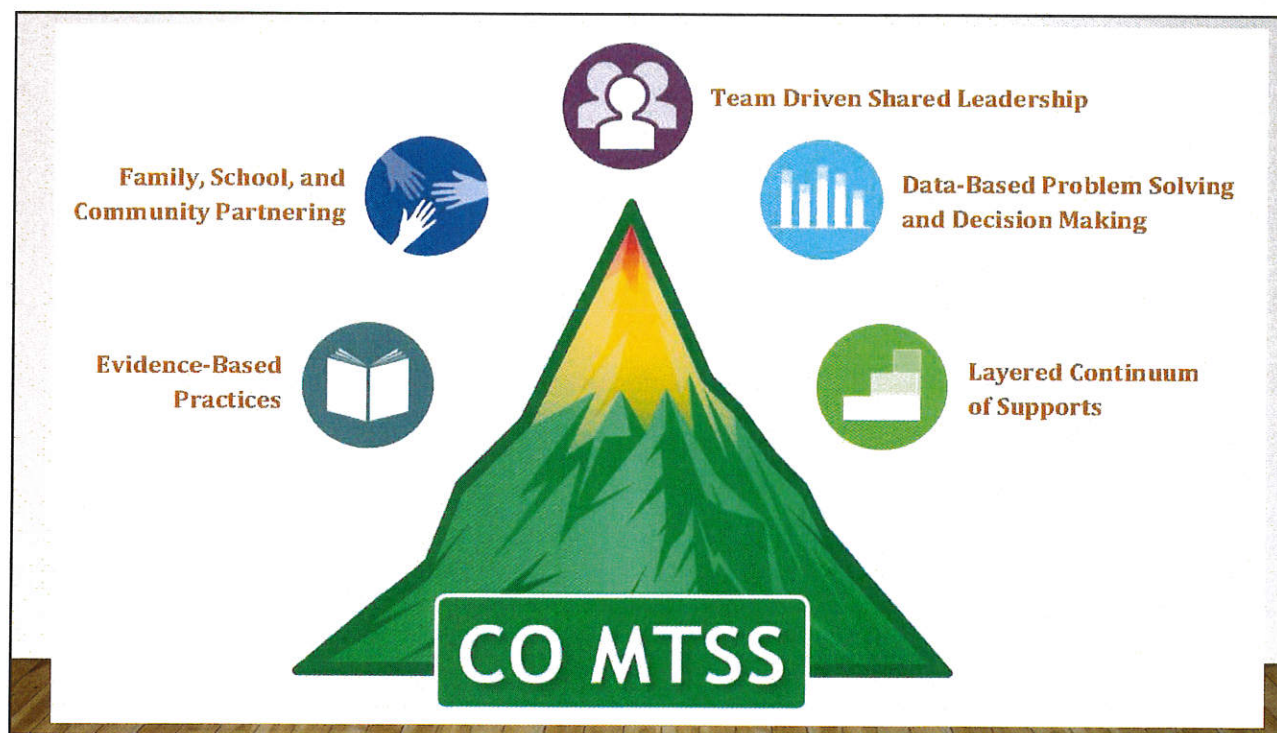
JEREMY KOSELAK

SYSTEM IMPROVEMENT
SPECIALIST

MTSS, ACCORDING TO CDE, IS...



“a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level”



CDE MTSS OVERVIEW VIDEO

- First 4 minute of 10 minute video
- <http://www.cde.state.co.us/mtss/mtss-overviewvideo>

BEYOND 'SMOOSHING TOGETHER' (PBIS) AND (RTI) WITH A DOLLOP OF (SEL)

MTSS “involves the application of implementation science and the integration of student support frameworks into one coherent system” (CDE).

GETTING STARTED WITH MTSS

1

Partnership with CDE
through a federal grant

2

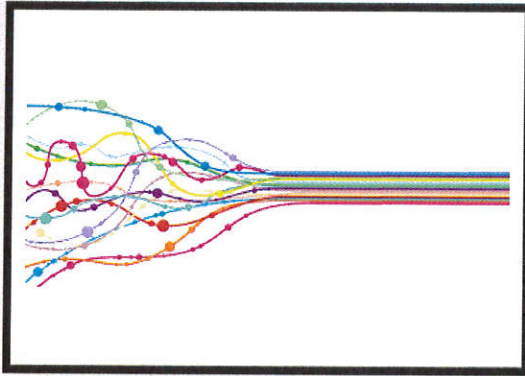
Exploration Stage

- Self-assessment
- Initiative Inventory
- Integration of Initiatives*
- Action Planning at the District Level
- Strategic Plan Recommendations*

3

Supporting Schools with local
endeavors (improving RtI/PBIS
connections)

INTEGRATING, BRAIDING, IMPLEMENTING, MONITORING IMPACT OF...



Nexgen

PLC

MTSS: RTI/PBIS/SEL

School Turn Around (4 Domains
of Rapid School Improvement)

What
Effective Interventions
Academic, Behavior,
Family,
Staff Supports, etc.

How
Effective Implementation Methods
Implementation Science

Where
Effective Systems
Supportive Infrastructure

Design Thinking,
Empathy
Building



Why
Socially Significant Outcomes

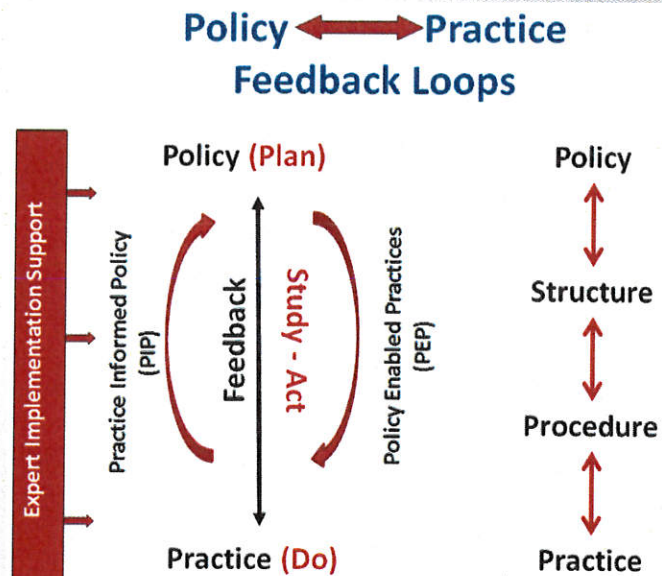
Equity-Centered Vision



MTSS HOLDS THE KEY TO RESPONSIBLE INNOVATION...

Be Bold with an Equity-Centered, Whole-Child, Good-for-Students-and-Teachers-and-Community **Vision**

Embrace the duality of being a “school District” *and* a “district of Schools” by Balancing the Polarity and Empowering the “PIP-PEP” cycle



WHAT'S HAPPENING NOW AND INTO NEXT YEAR

- Developing tools for better implementation at the system and site level
 - Selection, Rightness of fit/need, integration, PD/Communication plan, implementation plan, monitoring, adjusting/scaling.
- Identifying Partner Sites (HS, MS, ES)
- Enhancing/Resetting the Rtl-SPED dynamic
- Assessment Plan shaping up to include District Aligned Benchmarks (Gr 2-8)
- Social Emotional Learning Implementation at select sites
- Early Warning System (EWS) for secondary leadership teams

THE ANSWER TO HOW IS YES...AND



- Balancing our polarities among union and management to ensure we pursue improvements that are best for students **and** teachers **and** our community
- Employing design thinking **and** system thinking: engaging stakeholders, building empathy, continuously improving and innovating in short-cycles
 - (Carnegie Foundation) **and** Implementation Science tools (NIRN)
- Getting better at getting better, becoming a learning organization with focus on BHAG

Colorado Springs School District 11 Early Warning System Student Detail

School

Grade

Risk Level

Off Track	Early Warning	On Track
10.74 %	20.53 %	68.75 %
739	1412	4729

Student

Gender

SpEd

504

GT

ELL

RTI

Fed Race Category

Risk Detail

School	Grade	Risk Value	Absent Rate	GPA	Ds	Fs	Credits	Susp.	Ref.	Class Behv	Q12 Fs	Absences	Days Enrolled	Age
Mitchell HS	9	92.50 %	21.30 %	0.14	2	5	1.50	3	6	3	6	28.12	132	16 Years
Coronado HS	9	92.50 %	48.28 %	0.00	2	3	0.00	4	8	0	6	63.73	132	14 Years
Doherty HS	12	90.00 %	72.32 %	0.84	1	5	19.00	6	8	1	4	95.46	132	18 Years
Mitchell HS	9	90.00 %	28.74 %	0.00	1	4	0.50	4	9	14	7	37.94	132	15 Years
Palmer HS	10	87.50 %	23.67 %	1.00	2	3	13.00	6	10	1	3	31.24	132	15 Years
Doherty HS	10	87.50 %	44.72 %	0.50	0	4	7.00	4	7	0	5	59.03	132	16 Years
Doherty HS	10	87.50 %	35.15 %	0.89	0	5	11.00	3	6	0	6	46.40	132	16 Years
Doherty HS	9	87.50 %	21.67 %	0.17	0	5	1.00	3	7	0	5	27.09	125	14 Years
Mitchell HS	9	87.50 %	47.78 %	0.00	0	7	0.50	4	8	6	7	52.56	110	15 Years
Mitchell HS	10	87.50 %	45.28 %	0.67	0	6	9.00	5	6	2	5	59.77	132	16 Years
Palmer HS	9	87.50 %	37.31 %		3	3	0.00	2	10	6	3	49.25	132	15 Years
Doherty HS	10	87.50 %	63.09 %	0.06	0	5	2.00	5	10	1	6	83.28	132	16 Years
Doherty HS	9	85.00 %	34.08 %	0.00	2	4	0.00	2	9	0	7	44.98	132	14 Years
Mitchell HS	9	85.00 %	50.30 %	0.57	0	7	1.50	3	4	0	6	66.26	132	15 Years
Mitchell HS	9	82.50 %	46.14 %	0.00	0	6	0.00	3	3	0	7	60.90	132	15 Years
Palmer HS	11	82.50 %	36.25 %	1.02	2	1	18.00	3	4	0	2	47.85	132	17 Years
Coronado HS	10	82.50 %	19.23 %	0.92	1	2	8.00	2	6	1	2	25.39	132	17 Years

BUILDING LEADERSHIP TEAMS AND STUDENT SUCCESS TEAMS

- Establishing Data Cycles for reviewing Early Warning Indicators
 - Attendance
 - Behavior
 - Course Performance
 - Achievement*
- Targeted Interventions, in partnership with students, families, community agencies
- Case management
- Monitor and Adjust

REFERENCES AND RESOURCES

Block, P. (2002). *The answer to how is yes: Acting on what matters*. Berrett-Koehler Publishers.

Carnegie Foundation for the Advancement of Teaching: <https://www.carnegiefoundation.org/>

CDE MTSS Webpage: <https://www.cde.state.co.us/mtss>

Collins, J., & Hansen, M.T. (2011). *Great by Choice: Uncertainty, Chaos and Luck-Why some thrive despite them all*. Random House.

National Implementation Research Network (NIRN): <http://nirn.fpg.unc.edu/>

Colorado Springs School District 11

SAC Training: April 5, 2018

Student Discipline Services Data and Policy Update

Tesla Professional Development Center

Policy and Protocol Change 17-18

1994-2017

- Level I
- Level II
- Level III
- Level IV
- 55 Codes (195)
- 38 Responses (50+)
- "Progressive" Discipline
- Matrix

2017 - 2018

- Definitions
 - Material and substantial
 - Minor
 - Classroom
- 15 Codes
- 21 Responses (9 Actions)
- C.R.S. 22-33-106 (1.2)
- Guidance Document

General Data

- 13,808 behavior incidents
- Repeated disobedience - 41.76%
- Detrimental behavior - 36.86%
- 84.54% of students - no behavior incidents
- 4,204 students - behavior incident
- 51.07% of students have only one (1) behavior incident

Serious Discipline Events

Substance Related Behavior

- 223 marijuana
- 25 drug
- 27 alcohol

Assaults

- 21 1st/2nd degree assaults
- 755 3rd degree assaults/fighting

Weapons

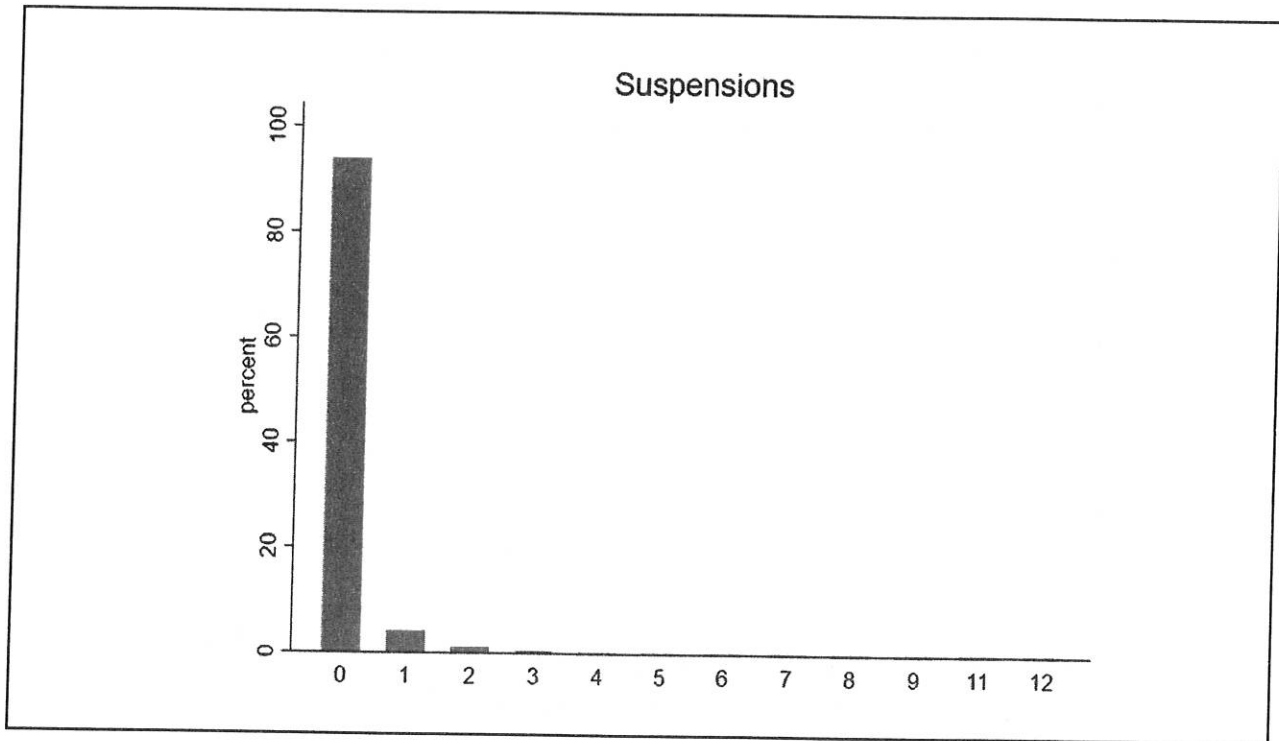
- 52

Incident Rates (IR)

- Male - IR 2.76 the IR of female students.
- Disabled (SPED and 504) - IR 1.74 the IR of non-disabled students.
- Free and reduced lunch - IR 1.91 the IR of non-FRL students
- Asian - IR .49 the IR of White students
- Black or African American - IR 1.57 the IR of White students
- Two or more - IR 1.24 the IR of White students

Suspension

- 3,554 suspensions
- Suspensions - 26% of all behavior response
- 1,651 suspended
- 93.93% - no suspensions (1.92% - 2 or more)
- 68.32% of those suspended - one suspension



Suspension Incident (IR)

- Male students - suspension IR 2.74 the suspension IR of female students.
- Disabled - suspension IR 1.97 the suspension of non-disabled students.
- FRL - suspension IR 2.20 the suspension IR of non-FRL students
- Asian - suspension IR .73 the suspension IR of White students
- Black or African American - suspension IR 1.55 the suspension IR of White students
- Two or more - suspension IR .81 the suspension IR of White students

Severe Discipline Incidents

- Management Directive
- Policy CBGB: Staff Personal Security and Safety

Attendance Data

- Defined tardy
- Revised make up work language to align with CRS
- Average Daily Attendance (ADA) – 90.6% (K12)
- Chronic absenteeism (10% +) – 30.9% (8,101 - K12)
 - 21.9% ES
 - 29.5% MS
 - 47% HS

Absence Rates

Excused Absences

ES – 4.9%

MS – 6.1%

HS – 7.6%

Unexcused Absences

ES – 2.1%

MS – 2.6%

HS – 6.2%

Data

- District Behavior Dashboard
- School Level Data



CONGRATULATIONS!

**NOW THAT YOU HAVE
GRADUATED,
THE QUESTION IS...**

WHAT'S NEXT?

- **DO YOU STILL NEED HELP WITH YOUR FUTURE PLANS?**
- **DO YOU STILL NEED HELP FILLING OUT FORMS AND GETTING SUPPORT FROM A COLLEGE?**
- **DO YOU STILL NEED HELP FINDING RESOURCES OR OPPORTUNITIES FOR A CAREER?**

D11 IS HERE TO HELP YOU THIS SUMMER!

1. Get college help (register, FAFSA, etc.)
2. Get resume & job interview support
3. Get a meeting with the military
4. Get a follow-up call, e-mail, or text from D11 to help with your plans
5. Presentations/Support from Pikes Peak Community College and Pikes Peak Workforce Center on resources!
6. Get individual help from counselors and D11 staff to help you succeed!

Contact Information: 719-520-2571



District 11 Access Initiative

**June 4-June
28**

*A program helping
D11 graduates get
the resources, get
connected, and get
into college, military,
or career/work
options.*

**Mondays-
Thursdays**

Hours Available

**Coronado
8:30-3:00**

**Doherty
7:30-3:00**

**Mitchell
8:30-4:30**

**Palmer
7:30-3:00**

**Wasson
Campus
7:00-5:00**

JUNE 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Pikes Peak Workforce Center

The Workforce Center will put on workshops on resumes, job interviewing, and may be able to help with their workforce training program. **11 a.m.-1 p.m.**

Thank you, PPWFC!

Thursday, June 14

Mitchell (11-1)

Wasson Campus (11-1)

Wednesday, June 20

Coronado (11-1)

Palmer (11-1)

Thursday, June 21

Doherty (11-1)

Wasson (11-1)

Wednesday, June 27

Mitchell (11-1)



30

PPCC College Support Visits

Pikes Peak will have representatives to help with registration, FAFSA, and answer your questions. Thank you, PPCC!

PPCC Visit Times: 10 a.m.-2 p.m.

June 6: Coronado

June 7: Doherty

June 12: Mitchell

June 13: Wasson

June 14: Palmer

June 19: Coronado

June 20: Doherty

June 21: Mitchell

June 26: Wasson

June 27 Palmer





ICAP

Colorado Springs School District 11

Individual Career Academic Plan

April 9, 2018

Dear District 11 Parent/Guardian,

The Individual Career and Academic Plan (ICAP) is one of the ways we help your graduating high school senior prepare for their next steps after graduation: career, college, military, or a trade/technical program. Completion of an ICAP is a graduation requirement for all seniors, per school board policy. Many seniors have already completed their ICAP requirement!

Helpful Hyperlinks:

District 11 ICAP website page (<https://bit.ly/2G8v3rd>)

District 11 ICAP Requirements (<https://www.d11.org/Page/6979>)

Please encourage your student to complete their ICAP if they have not already done so. Contact your student's school counselor for support. They are an invaluable support in the ICAP completion process.

Finish Strong, Class of 2018! Excerpt from a 2017 message by Lt. Governor Dr. Donna Lynne

"Have you completed your Individual Career Academic Plan (ICAP) as set forth by your school and school district's requirements? Have you opened up future opportunities for yourself such as college, trade school, the military, a certification program, or another opportunity toward your future goals?"

Many people are just as excited as you are to celebrate your graduation day and future successes. They are rooting for you!

Ask family, school leaders, teachers, school counselors, coaches, and other trusted adults for help. Your last months in high school may be challenging, but we know you can do it. Graduate with a diploma in-hand as well as a plan."

Sincerely,

Logan Laszczyk, Postsecondary Workforce Readiness (PWR) Counselor
2560 International Circle Suite 235
Colorado Springs, Colorado 80910
719-520-2571



**NEED HELP WITH YOUR
FUTURE PLANS?**

**NEED HELP FILLING OUT ITEMS
FOR COLLEGE?**

WHAT TO DO NEXT?

Help available at any D11 High School building during the
month of June (Mondays-Thursdays)

CORONADO (8:30-3:00) PALMER (7:30-3:00)
DOHERTY (7:30-3:00) RJWAC (7:00-5:00)
MITCHELL (8:30-4:30)

Free College Course!

AAA 109

EARN 3 CREDITS

June 4-June 28

Tuesdays-Thursdays

10 a.m.3 p.m. (with lunch break)

See your school counselor on how to sign-up 32

**DISTRICT 11
ACCESS
INITIATIVE**



**Get help from D11
Counselors in the
SUMMER!**

**D11
COUNSELORS
WILL BE
AVAILABLE @**

**CORONADO
DOHERTY
MITCHELL
PALMER
The Roy J.
Wasson
Academic
Campus (RJWAC)**

**See your school
counselor for
information.**

**Get help with your
goals and your future!**





District 11: 12th Grade ICAP Requirements

Student Name: _____

Student Username: _____ Student Password: _____

(Student ID #) (First 7 letters (Capitalize first letter in first name and day of birth) ex. Hannah9)

- ☐ **1.** Complete your Resume. Complete the Resume using the Resume Builder in  NAVIANCE Family Connection . You may also do a resume in a separate document. It is highly recommended
- ☐ **2.** Complete a Postsecondary Goal (This is a goal for either your senior year or your goal for future career or educational opportunities.)
(Students in Gifted & Talented program will include an affective & academic goal).
- ☐ **3.** Complete a College, Trade School, Military, or Work application. Record and save in your  NAVIANCE Family Connection portfolio.
- ☐ ***4.** Complete the FAFSA financial aid application. (Ask for an alternative assignment if this is appropriate for you).
- ☐ **5.** Add two Careers of Interest to your List of Career Goals
- ☐ **6.** Complete the Senior Exit Survey. (This should be available in the latter part of spring.)

Be sure to save your work

- ☐ **7. Complete all ICAP requirements and receive verification from school counselor by May 15.** ICAP completion will show on your transcript. Completion record kept in school's cumulative folder.

*indicates there is an alternative ICAP activity as needed for students



District 11: 11th Grade ICAP Requirements



Student Name: _____

Student Username: _____ Student Password: _____

(Student ID #) (First 7 letters (Capitalize first letter in first name and day of birth) ex. Hannah9

- ☐ **1.** Complete a Postsecondary Goal (This is a goal for either your junior year or toward a future career/educational goal.

Record and save updates in  NAVIANCE
Family Connection.

(Students in Gifted & Talented program will include an affective & academic goal).

- ☐ **2.** Add two Careers of Interest to your List of Career Goals
- ☐ **3.** Complete the Super College Match Search
- ☐ **4.** Add 1 or More “Colleges I’m Thinking About” Activity

Be sure to save your work

Strongly Recommend

- ☐ **1.** Take the SAT (SAT during your 11th grade Year.)
- ☐ **2.** Start talking to colleges, military recruiters, or trade schools to find out what you are interested in doing, if you have not started.
- ☐ **3.** Attend any School District 11 Career Exploration Workshop/Fair and consider taking a CTE class or other classes that match with interests and goals.



District 11: 9th & 10th ICAP Requirements



Student Name: _____

Student Username: _____ Student Password: _____

(Student ID #) (First 7 letters (Capitalize first letter in first name and day of birth) ex. Hannah9

9th Grade

- ☐ 1. Complete a Postsecondary Goal (This is a goal for either your junior year or toward a future career/educational goal.

Record and save updates in  NAVIANCE
Family Connection .

(Students in Gifted & Talented program will include an affective & academic goal).

- ☐ 2. Complete the Interest Profiler Activity. Be sure to save your work!

10th Grade:

- ☐ 1. Complete a Postsecondary Goal (This is a goal for either your junior year or toward a future career/educational goal.

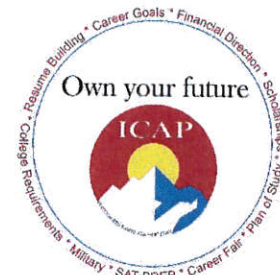
Record and save updates in  NAVIANCE
Family Connection .

(Students in Gifted & Talented program will include an affective & academic goal).

- ☐ 2. Add two Careers of Interest to your List of Career Goals

Strongly Recommend

- ☐ 1. Take the PSAT (SAT During Your 10th Grade Year).
- ☐ 2. Start talking to colleges, military recruiters, or trade schools to find out what you are interested in doing, if you have not started.
- ☐ 3. Attend any School District 11 Career Exploration Workshop/Fair and consider taking a CTE class or other classes that match with interests and goals.



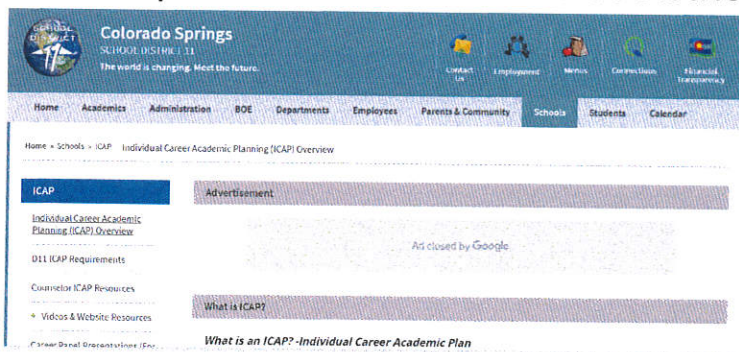
District 11: ICAP

8 Things Every Student, Educator, Parent/Guardian & D11 Advocate

1. ICAP is a state law, a D11 Board Policy, a graduation requirement
2. ICAP requirements are completed in grades 6-12
3. ICAP is a process meant to be Real, Relevant, and Meaningful
4. ICAP falls under the umbrella of helping students become Postsecondary & Workforce Ready (PWR).

Helping students become aware, plan, experience, and prepare for the world of postsecondary career and educational opportunities through a collaborative effort by all stakeholders to help students launch and prepared for the world of work, higher education, military, trade/technical programs, or other postsecondary goals upon graduation.

5. ICAP Requirements can be found at District 11

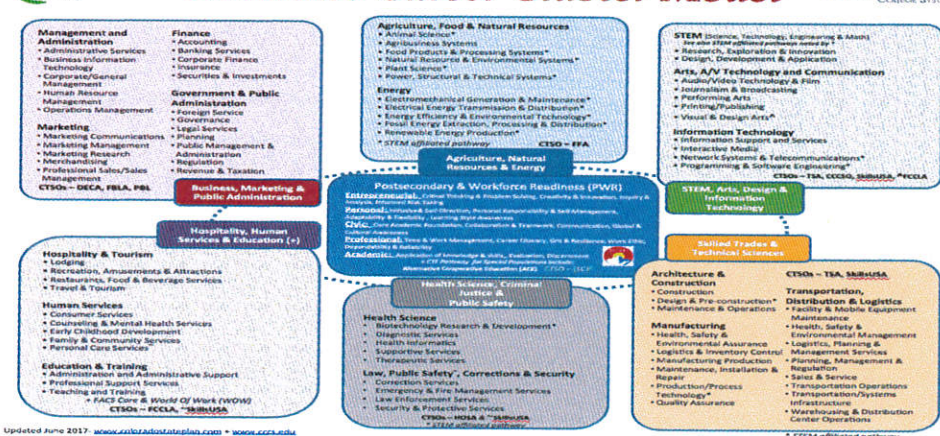


6. A D11 school counselor is your primary resource for support
7. The primary tool used to help students complete their ICAP requirements is a tool for students, educators, and families. It is called Naviance. The student portal is called, **“Naviance Student.”**
8. We have a District 11 Naviance Steering Committee. Educators, Families, and Advocates are welcome! If interested, reach out.



Track college outcomes. Report your re

Designed to foster more meaningful career conversations with students, with families, with industry partners, and with community



Swim, then Snorkel, and then Scuba!



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and 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.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

Comprehensive Student Support Model CSSM

Delivery

- ◆ Direct & Indirect School Counseling Services:
 - ◆ Individual Student Support: Academic, Career, & Social/Emotional (One-on-One, Small Group, Large Group)
 - ◆ Responsive Services: Crisis support (One-on-One, Small Group, Large Group)
 - ◆ Referrals, Consultation, Collaboration
 - ◆ Support and Delivery of Tier 2 & 3 Curriculum

School-Site Accountability

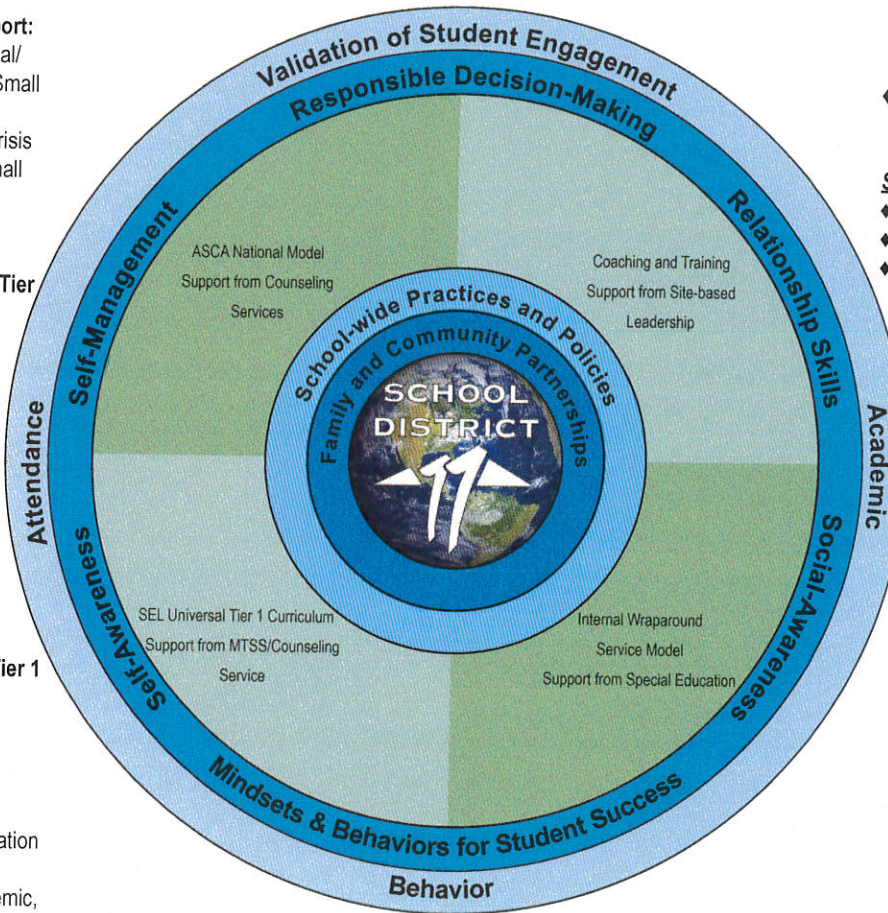
- ◆ ASCA Implementation Rubric
- ◆ Total Served: Time/Task Analysis
- ◆ Fidelity of Tier 2 & 3 Delivery
- ◆ Data collected: Behavior, Academic, Attendance, & Discipline

Delivery

- ◆ Support and Delivery of SEL Tier 1 Curriculum

School-Site Accountability

- ◆ SEL Universal Screener
 - ◆ SEL Competency Growth
- ◆ Fidelity of Tier 1 Delivery
 - ◆ SEL Curriculum Implementation Rubric
- ◆ Data collected: Behavior, Academic, Attendance, & Discipline



*American School Counseling Association (ASCA)
*Multi-Tiered System of Support (MTSS)

Delivery

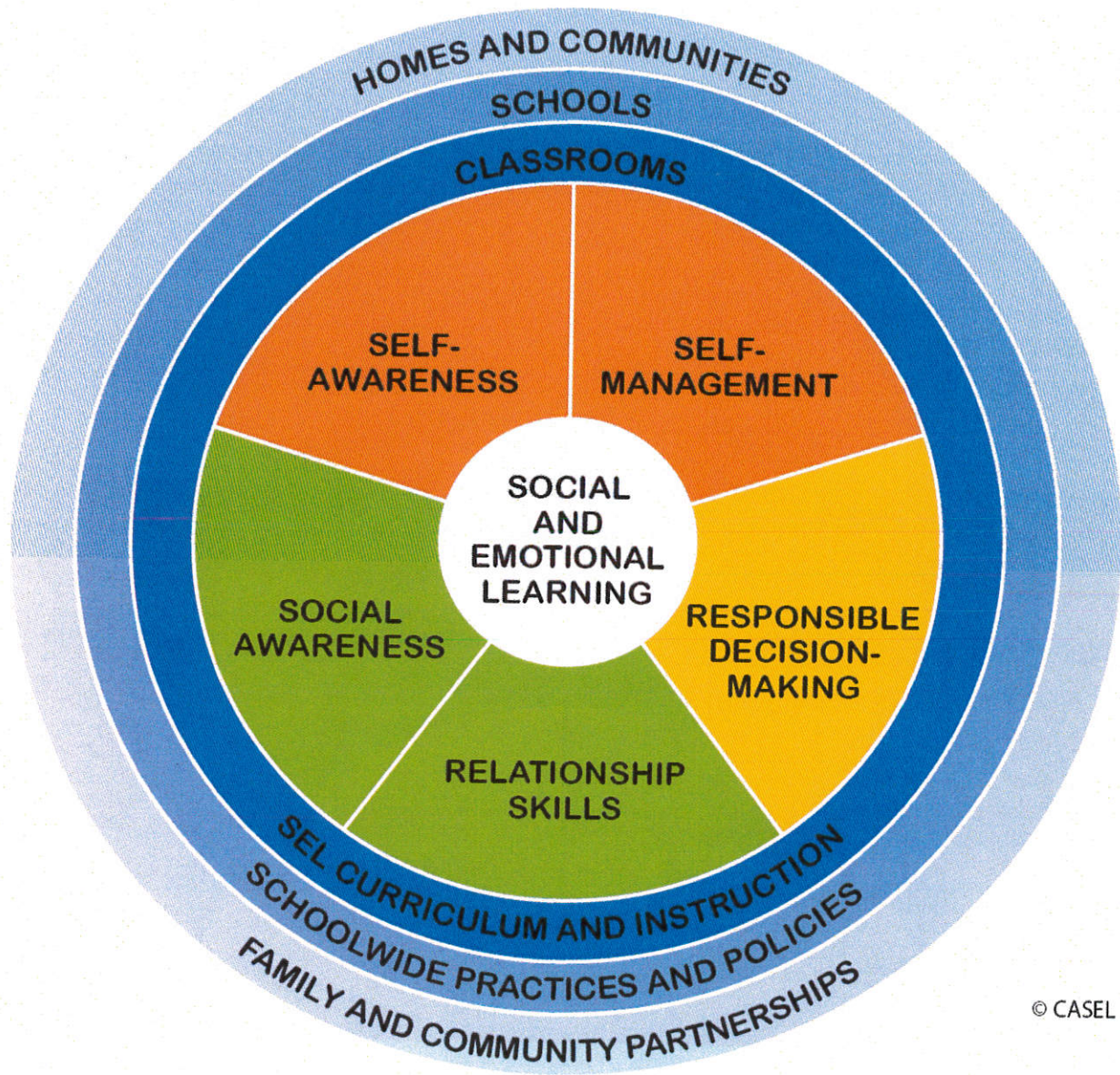
- ◆ Social Emotional Learning (SEL): Train staff and administration on practices, curriculum and policies
 - ◆ Trauma Informed Practices (TIP): Train staff and administration on practices, curriculum and policies
- ### School-Site Accountability
- ◆ CSSM Implementation Rubric
 - ◆ Total Served: Time/Task Analysis
 - ◆ TIP Implementation Rubric

Delivery

- ◆ Coordination Internal Wraparound Services: Support Tier 2 & 3 Academic, Career, & Social/Emotional (One-on-One, Small Group, Large Group)
 - ◆ Nurses
 - ◆ Social Workers
 - ◆ Behavior Interventionists
 - ◆ School Psychologists
 - ◆ SPED Counselor
 - ◆ Other Itinerant Staff

School-Site Accountability

- ◆ Total Served: Time/Task Analysis
- ◆ Fidelity of Tier 2 & 3 Delivery
 - ◆ MTSS Implementation Rubric
- ◆ Data collected: Behavior, Academic, Attendance, & Discipline



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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A Guide for School-wide Implementation

Social Emotional Learning (SEL) Tier 1 Universal Curriculum		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
SEL Curriculum: Random Acts of Kindness (RAK); (K-5)	<ul style="list-style-type: none"> Every student will receive instruction in the classroom utilizing the Random Acts of Kindness curriculum applying the fidelity measures outlined by the publisher of the curriculum Students and staff will incorporate the vocabulary, strategies, and tools into the classroom and school wide community to build consistency and structure for school culture and climate Growth of CASEL's and ASCA's SEL competencies as measured by the SEL Universal Screener 	<ul style="list-style-type: none"> Teachers, in collaboration with 1.0 CSSM FTE, deliver the curriculum in each classroom as outlined by curriculum developers Connections are developed among grade level and cross grade level classrooms for collaboration on RAK curriculum projects as appropriate SEL vocabulary and tools are infused across content and activities Parents and community receive resources and information to utilize the SEL vocabulary, strategies, and tools across the community for generalization Signage, marketing materials that reinforce vision and consistent visual messaging are present in school
Comprehensive Professional Development	<ul style="list-style-type: none"> Staff will: <ul style="list-style-type: none"> participate in ongoing training related to curriculum implementation problem solve to identify additional professional development or implementation needs Increase their knowledge of intervention strategies for classroom related to behavior management, trauma informed practices, and social emotional learning competencies Systemically provide initial and ongoing Trauma Informed Care school-wide training 	<ul style="list-style-type: none"> Teachers receive the initial training provided by RAK staff and/or the designated school trainer through a train the trainer model CSSM FTE will participate in consistent professional learning community meetings to reflect on implementation, develop interventions as needed and receive ongoing professional development

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

Social Emotional Learning (SEL) Tier 1 Universal Curriculum (continued)		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Completion of a SEL Universal Screener Aligned to CASEL Competencies and SEL Tier 1 Curriculum	<ul style="list-style-type: none"> Students complete a SEL Universal Screener 2 times per year to measure growth of SEL competencies Students show increase in use of SEL skills and strategies as assessed on universal screener pre-post results Students receive intervention and support for social, emotional, and behavior concerns identified by SEL Universal Screener and Internal Wraparound Services 	<ul style="list-style-type: none"> Families are informed about the purposes and practices for universal screening Students complete the SEL Universal Screener during 2 (pre and post) identified assessment timeframes SEL Universal Screener results are analyzed by teacher, counselor, and administrator and intervention strategies or staff development needs are identified Students review and understand their gaps in SEL competencies and develop a plan to increase their SEL skills

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

Internal Wraparound Service Model		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Coordinated internal wraparound services	<ul style="list-style-type: none"> Develop Wellness Team to foster healthy, safe, and responsive environments that are made up of site-based CSSM FTE which include school counselors, school psychologist and social workers, as well as, itinerate Special Education FTE such as Behavior Interventionist, Nurses, Psychological Assessment Team, Occupational Therapist, etc. 	<ul style="list-style-type: none"> Identify students that need additional supports and are not fully responsive to Tier 1 intervention strategies and are not currently part of special education services Wellness Team come together in coordinated, purposeful and results-focused partnerships Wellness Team Lead begins the wraparound process by meeting with the student, families, and teacher to develop a trusting relationship, establish an understanding of the process and what they can expect, and seek information about strengths and needs (behavior, academic, attendance, discipline, etc.) Wellness Team Leader (CSSM FTE) guides the team through the process where needs are prioritized and action planning begins; tasks and roles for all team members are clarified Wellness Team Leader ensures regular meeting schedule for the team and continuous data collection and review of results so that data inform the team when things are/are not working, thus sustaining objectivity among team members Wellness Team Leader delivers prevention, early intervention and intervention strategies in collaboration with site-based FTE and itinerate FTE
Community and Agency Partnerships	<ul style="list-style-type: none"> Develop MOUs with community partners including Clinical Mental Health Centers (CMHCs) to engage families referred by schools 	<ul style="list-style-type: none"> Increase referrals from schools to community resources, particularly students with complex needs, behavioral health challenges, and/or other system involvement Annual DAC and SAC presentation with accountability data Communication of SEL/CSSM implementation process and success

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

Coaching and Training (Site-based Staff)		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Comprehensive Professional Development	<ul style="list-style-type: none"> School staff have the relevant knowledge and skills related to Trauma Informed Practices, and Social Emotional Learning curriculum and programs which include programs such as Capturing Kids Hearts, PBIS, and RAK School staff provided time to attend trainings and other professional development aligned with CSSM 	<ul style="list-style-type: none"> Communicate model to stakeholders; provide common language Provide training, coaching, technical assistance, and consultation Train staff on Youth Mental Health First Aid (Y-MHFA) Continued implementation of SEL programs to include PBIS, Capturing Kids Hearts, and Restorative Justice Practices 100% of staff trained in Trauma Informed Care within 18 months of CSSM implementation at school site
Social Emotional Learning (SEL) and Trauma Informed Practices (TIP) Coachable Opportunities	<ul style="list-style-type: none"> Number of collaborative staff meetings with CSSM FTE and itinerate FTE to learn and grow professional teaching practices Discipline data demonstrates a decrease in punitive discipline measures Lower rates of suspension Demonstrated use of effective classroom strategies to increase time receiving Tier 1 classroom instruction for academics and behavior 	<ul style="list-style-type: none"> Develop knowledge of evidence-based mental health practices to address childhood trauma Shift in instructional practices to align with CASEL and ASCA SEL competencies Refine classroom management strategies to incorporate TIP

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Foundation	<ul style="list-style-type: none"> Develop foundational infrastructure for the deployment of services through a comprehensive program 	<ul style="list-style-type: none"> Development of Vision and Mission statements that align with school and district-wide goals and outcomes Develop programmatic SMART goals that are based on student, family, and school needs
Management	<ul style="list-style-type: none"> Develop an advisory council to support and guide comprehensive program that focuses on social emotional, career and academic outcomes for students Develop school programming action plans, small group action plans, and closing-the-gap action plans Develop school counseling yearly Master Calendar 	<ul style="list-style-type: none"> Utilize principal and counselor annual agreements that identify use of time, roles, and responsibilities, as well as, expected outcomes Advisory council meets at minimum two times per year to support and guide school counseling programming Collect, analyze, and utilize school data to drive development of prevention, early intervention, and intervention strategies which includes student, staff, and family needs assessments and results from students' SEL Universal Screener Utilize Use-of-Time data collection tool Develop lesson plans that align with students needs and further the growth of student SEL competencies
Delivery	<ul style="list-style-type: none"> Develop and implement School Counseling Core Curriculum Develop and implement Small Group Curriculum Develop referral process to outside community agencies and track the number of referrals made Track collaborative and consultative meetings between CSSM FTE and families, community agencies, and school-based staff 	<ul style="list-style-type: none"> Deliver Direct Student Services which include: <ul style="list-style-type: none"> Student engagement by means of School Counseling Core Curriculum instruction and group activities delivered by means of large group, classroom, small group, and individually Student engagement by means of Individual Student Planning which includes appraisal and advisement delivered by means of large group, classroom, small group, and individually Student engagement by means of Responsive Services which includes counseling and crisis responsive services delivered by means of large group, classroom, small group, and individually

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (continued)		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Delivery		<ul style="list-style-type: none"> • Deliver Indirect Student Services which include: <ul style="list-style-type: none"> ○ Student engagement by means of Referrals, Consultation, and Collaboration delivered by means of interacting with families, staff, community agencies, community partners, volunteers, etc.
Accountability	<ul style="list-style-type: none"> • Data collected through Action Plan Results Reports • Student growth of SEL competencies • Student growth as identified on student needs assessments • Professional growth indicated on School Counselor Performance Appraisal/SLOs/Evaluator Effectiveness (SBLO-191) 	<ul style="list-style-type: none"> • Develop School Data Profiles and analyze data to drive programmatic changes to meet student needs • Collect and analyze data from Curriculum Action Plans, Small Group Action Plans, and Closing the Gap Action Plans • Evaluate and improve School Counselor Competencies • Evaluate and improve Program deliverables; individual student planning, responsive services, delivery of Universal SEL curriculum and Referral/Consultation/Collaboration practices

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

School-wide Practices and Outcomes		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
School Improvement Plan including Wellness Goals (social, emotional, and behavioral)	<ul style="list-style-type: none"> Plan improvement strategies based on performance data and root cause analysis Implement planned improvement strategies Evaluate/monitor performance and implementation of improvement strategies at least quarterly Identify important trends Action plan, identifying activities to support goals, targets, indicators, and milestones Implement effective Tier 1, 2, and 3 programs and strategies with fidelity 	<ul style="list-style-type: none"> Evaluate performance by gathering, analyzing, and interpreting data about performance Focus attention on the right things Conduct a comprehensive needs assessment using multiple tools and types of data Gather and organize data from assessments Review and analyze data Prioritize challenges and needs Identify root causes Set and prioritize goals Research and select effective practices to meet goals Monitor implementation of the plan Evaluate impact on student achievement
A System of Care	<ul style="list-style-type: none"> Develop MOUs with community partners including Clinical Mental Health Centers (CMHCs) 	<ul style="list-style-type: none"> School and District collaboration that focuses on root causes and identified needs
Multi-Tiered System of Support (MTSS)	<ul style="list-style-type: none"> Student growth of SEL competencies Fidelity of implementation Reduced drop-outs, suspensions, and expulsions Discipline data demonstrates a decrease in punitive discipline measures 	<ul style="list-style-type: none"> Shared school level leadership SEL Universal screening of all students Progress monitoring of student growth and success School-based SEL curriculum delivered in the classroom Data-based problem solving Greater partnerships with families Restorative Justice practices for students and staff Ensure discipline practices allow all students to re-integrate into group after crisis or incident
School-wide Practices	<ul style="list-style-type: none"> Increase in professional self-care and resources offered to school staff Schools adopt Trauma Informed Care values and beliefs 	<ul style="list-style-type: none"> Staff wellness practices that are inclusive of self-care, mindfulness, etc.

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

Family and Community Partnerships		
Deliverables	Possible Indicators & Outcomes	Possible Strategies for Implementation
Community and Agency Partnerships	<ul style="list-style-type: none"> Develop MOUs with community partners including Clinical Mental Health Centers (CMHCs) to engage families referred by schools Increase CHMCs activates in schools Parents attend and are active participants in schools Development of School-based Health Centers (SBHCs) Document comprehensive resource of external partners (active and available) Internal and External Communication about SEL/CSSM 	<ul style="list-style-type: none"> Ongoing and in-depth conversation with school board, community leaders, and families regarding allocation, prioritization, and importance of social emotional learning and Trauma Informed Care Utilize CSSM as leverage point of equitable partnerships in relation to school-site, student identified needs Increase referrals from schools to community resources, particularly students with complex needs, behavioral health challenges, and/or other system involvement In-person meetings offered at flexible times Parents and community members receive resources and information to utilize the SEL vocabulary, strategies, and tools across the community for generalization Consistent baseline of annual trainings to include categorical academies and/or workshops: <ul style="list-style-type: none"> Student Focus Parent Focus Staff Focus Administrator/Central Focus Focus on triad of main partners and tertiary partners Annual DAC and SAC presentation with accountability data Communication of SEL/CSSM implementation, process and success

Comprehensive Student Support Model (CSSM)

A Guide for School-wide Implementation

Tools and Resources Utilized for the Development of this Guide

- ❖ The American School Counselor Association (ASCA); *ASCA National Model: A Framework for School Counseling Programs*
 - *Executive Summary*: <http://bit.ly/2FzJNqQ>
 - *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student*: <http://bit.ly/2uwGcre>
- ❖ Collaborative for Academic, Social, and Emotional Learning (CASEL); *SEL Competencies*
 - *SEL Competencies*: <http://bit.ly/2HKSike>
- ❖ Colorado Department of Education (CDE); *Trauma Responsive Schools Theory of Change*
- ❖ The Colorado Education Initiative (CEI); *Colorado Framework for School Behavioral Health Services: A Guide to K-12 Student Behavior Health Supports with a Focus on Prevention, Early Intervention, and Intervention for Student's Social, Emotional, and Behavioral Health Needs*
 - *Colorado Framework for School Behavioral Health*: <http://bit.ly/2FEF5ip>
- ❖ D11 Readiness Assessment; Created utilizing Implementation Science Questions, CASEL Implementation Guide, D11 Engage Coaching Strategies: <http://bit.ly/2FxswqB>
- ❖ Exemplary SEL School Districts:
 - Washoe County School District, NV: <http://bit.ly/2HnuYfG>
 - Boston Public School District, MA: <http://bit.ly/2tzSbZW>
 - Metro Nashville Public Schools, TN: <http://bit.ly/2FKcoRM>