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| Integrated Collaborative Teams | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Agreed upon principles and beliefs about teaching and learning guide collaborative efforts of integrated teams. | General and specialized educators have shared understanding and agreement with key principles and beliefs about promoting excellence and equity through teaching and learning.  For example: All students can learn, Prevention first, Problem-solving is key to addressing learner needs, Decision making with data, Evidence based instruction and intervention, and Content area learning is integrated. | Key principles and beliefs have been explicitly linked to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School and district teams lead and monitor implementation of MTSS across the whole system, including alignment of initiatives and communication with stakeholders (school boards, administrators, faculty, staff, families and community). | Site-based school and district leadership teams   1. lead and monitor implementation of MTSS, 2. attend to the alignment of initiatives to promote one, coherent and comprehensive system of support, 3. actively involve key stakeholders in decisions and promote two-way, open communication. | Key principles and beliefs have been explicitly linked to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Grade level and specialized educators work in teams to plan instruction and intervention strategies across content areas and levels of need, to monitor student progress, and to adjust strategies based on student response. | Grade level or other teaming structures   1. have both general and specialized educators 2. meet at least twice a month 3. monitor progress and plan tiered instruction and interventions, 4. include family and external collaborators, as appropriate for Intensified Support (e.g., wrap-around). | Teaming structures include the individuals who are needed when planning for students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Universal Support | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Prioritized Standards, from the total list of grade- specific and course-specific standards within each content area, are identified using objective selection criteria and used throughout the local system. | The Prioritized and Supporting Standards   1. focus in-depth instruction and assessment across academics, behavior, and social emotional learning, 2. are used throughout the school/district, and   The process used to identify Prioritized and Supporting Standards:   1. included objective selection criteria (e.g., endurance, leverage, readiness) and 2. involved collaboration among general and specialized educators across K-12. | It is understood that prioritized and supporting standards apply to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School and/or District have prioritized a set of teaching approaches which have high effect, address learner variability, and consider historically marginalized and underperforming populations. | The school or district:   1. have prioritized teaching approaches which show evidence of high effect/impact on learning (e.g., direct instruction, collaborative instruction) 2. address learning variability in the design of curriculum and instruction (i.e., Universal Design for Learning) 3. incorporate approaches that include historically marginalized and underperforming populations (e.g., restorative practice, cultural responsiveness, differentiation with flexible grouping). | It is understood how the prioritized teaching approaches and UDL are instructional approaches for students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Universal Support | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| All students, including students with IEPs and English Learners participate in the grade level class(es) of their grade level peers. | All students:   1. have a grade level, general education classroom as their primary placement (80% or more of their day) 2. meaningfully participate in that classroom’s Universal academic and behavior instruction (with supports and adaptations as needed) 3. are connected to the grade level curriculum throughout their day. | The unique needs of students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are understood and properly planned for so that classroom placement is appropriate and successful. |

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| Additional and Intensified Support | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| School personnel use Additional instruction interventions and support that supplement Universal instruction for all grade levels. | School has identified Additional instruction, intervention and support that:   1. are research-based 2. supplement Universal instruction for each grade level 3. are supported by data and target student academic need and function of behavior 4. have clearly defined decision guidelines to determine when to initiate, adjust, and end Support   School uses Additional Support for Reading, Mathematics, and Behavior for all grade levels. | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are considered part of the school’s additional support/intervention system.  Interventions are provided for students who\_\_\_\_\_\_\_\_\_\_\_\_\_\_, with adaptations and supports as appropriate and in the same locations as other students.  Decision guidelines for initiating, adjusting, and ending supports are applied to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Tracking system and procedures for monitoring effectiveness include students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Additional and Intensified Support | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| School personnel use Intensified instruction, interventions and support that supplement Universal instruction in place for all grade levels. | School has a process for identifying and selecting research-based ways to intensify instruction, interventions and support that:   1. supplement Universal instruction for each grade level 2. target student academic need and function of behavior based on findings from diagnostic, function-based, and/or other relevant assessments (e.g., mental health, physical) 3. have clearly defined decision guidelines to determine when to initiate, adjust, and end Support 4. incorporate student and family voice in decision-making 5. include a whole-day support plan (e.g., ways Universal Support will be differentiated and adapted as needed) and behavior support plans that include at least strategies for prevention, strategies for increasing desired behavior, strategies for minimizing reward of problem behavior   School uses Intensified Support for Reading, Mathematics, and Behavior for all grade levels. | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are considered part of the school’s intensifying support/intervention system.  Additional data that will help make intensified plans for students who\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are gatherhed.  Decision guidelines for initiating, adjusting, and ending supports are applied to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The planning process that is expanded to include student and family voice and address both Universal and Additional support includes students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Decision Making with Data | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Implemented as Intended: Relevant school teams collect and analyze fidelity data to determine if the system and essential components (e.g., interventions) are implemented as intended. | There are fidelity measures and/or a data tracking system to monitor whether or not instruction, interventions and support are consistently implemented and implemented as intended. (minimally for Reading, Mathematics and Behavior)  Within the past year, fidelity measures indicate the support system and essential components are adequately implemented as intended:   1. Universal Supports at each grade level, 2. Additional and Intensified Supports at each grade level, and 3. Integrated Collaborative Teams and Decision Making with Data. | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are considered part of the school’s additional support/intervention system.  Interventions are provided for students who\_\_\_\_\_\_\_\_\_\_\_\_\_\_, with adaptations and supports as appropriate and in the same locations as other students.  Decision guidelines for initiating, adjusting, and ending supports are applied to students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Tracking system and procedures for monitoring effectiveness include students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Continuous Improvement: Relevant school and district teams use student outcome data in combination with fidelity and capacity data to assess the effectiveness of tiered instruction, intervention and support practices, and to adapt practices accordingly. | Teams use a continuous improvement process with simultaneous processing of: student outcome, fidelity of implementation and capacity data.  Teams engage this process at least 2x per year to monitor and make adjustments  Findings are used by team members to assess, adapt, and improve academic and behavior support practices across the entire multi-tiered system of support. | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are included in the student outcome and fidelity data that teams use to assess, adapt, and improve academic and behavior support practices across the entire continuum of support. |

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| Decision Making with Data | | |
| **Essential Component** | **1 = Gold Standard / Sustaining** | **Considerations for Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Prevention: School personnel use reliable and valid universal screening tools to accurately identify students at risk and those who may need Additional or Intensified Support. | Universal screening is completed:   1. for all students 2. for Reading, Math and Behavior/SEL 3. within the first 2 months of school and 3x/year 4. summaries of levels of risk within and across grade levels are analyzed by teams, shared across the school community, and used to develop plans to adjust and respond to needs 5. procedures are in place to ensure integrity (students are assessed, scores are accurate). | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ participate in universal screening.  Accessible and relevant screening measures are identified for individual students who are not validly measured through the universal screener(s).  Summaries of risk for students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are incorporated with other summaries within and across grade levels. |
| Matching: School personnel ensure students are matched to Additional or Intensified Support that addresses their specific need, as identified using diagnostic assessment where appropriate. | Matching students to Support is completed:   1. using a decision-making protocol, based on student need 2. identified by data, including diagnostic and function-based assessment for Intensified Support 3. with consideration for academic, behavior and social-emotional factors and 4. with attention to the most expert providers working with students with the greatest need. | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are involved in the decision making protocol that ensures supports are matched to identified need using data and takes into consideration a whole child profile.  Intervention group needs are clearly understood so that the most expert providers can be well matched to the students with the greatest need. |
| Monitoring: School personnel ensure ongoing and frequent progress monitoring using grade level assessments for academics and function- based assessments for behavior. | Progress monitoring is completed:   1. at least monthly for all students receiving Additional Support and 2. at least weekly for all students receiving Intensified Support. 3. procedures are in place to ensure integrity (appropriate students are assessed, scores   are accurate). | Students who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and who receive additional support interventions participate in progress monitoring and are considered in the implementation integrity procedures. |