



Colorado
Springs
Schools

Inspire every mind.

District 11 MTSS Guidebook 2.0

D11 Mission

We dare to empower the whole student to profoundly impact our world.

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Background and Purpose of the MTSS Guidebook

Purpose of the Guidebook: This guidebook is intended to be an evolving resource for schools (principals, leadership teams, teachers, support personnel and other educators), district leaders, and district support personnel to provide clarity around MTSS and to implement the core components. The ultimate goal is to improve whole student outcomes and support the strategic plan.

How the Guidebook was developed: The MTSS Guidebook was (and is) a collaborative enterprise. Educators from schools and the district, with external consulting support, drafted the document over multiple years, in alignment with the strategic plan and based on research in the field. A guiding coalition of 40 educators helped refine the input into a coherent structure through iterative and collaborative cycles over the 2018-2019 school year and into the 2019-2020 school year.

Organization of the Guidebook: This guidebook provides a description of the five components, commitments associated with each component, a set of evidence-based practices, and links to a set of recommended “look fors”. Supporting resources are also included to guide improvement efforts in each of the five components.

Using the Guidebook: The guidebook will be available as an online resource, with embedded links to resources and supports. Ongoing updates will occur as needed. Schools will be encouraged and supported with self-assessing their progress with implementation and setting narrowly focused goals.

[District 11 Background of RtI/PBIS:](#)

Shifting Beyond RtI & PBIS

(based on national and local experiences, research, and CDE's [Crosswalk Document](#))

A Preventative Framework is specifically called out (not just to reduce the need for special education)

- Best First Instruction is the true prevention -- “Preventing the emergence and habituation of learning obstacles is paramount. Every stakeholder contributes to the creation and maintenance of an enabling context where learning occurs in each educational setting and at each layer of intensity within the continuum” (CDE Crosswalk Document, page 5).

Focus on the whole student (academic, social-emotional, and behavioral)

Culturally relevant and equitable access to support is provided to every student to ensure positive academic, social-emotional, and behavioral outcomes.

Layering of interventions and Tiered Logic -- Tiered and layered model applies to students **and adults** across the system

- “Layers of support are established for students, but also for adult stakeholder groups, including school staff, families, and the community” (CDE Crosswalk Document, page 4).

Teaming structures with expectations of distributive responsibility and shared decision-making across school, district, and community members (e.g., students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

- The purpose of the Leadership Team is to build capacity and establish hospitable environments that effectively align systems, policies, and infrastructure.
- The Leadership Team consists of committed individuals who possess vision, knowledge, and skills to lead MTSS implementation.
- Intentional collaboration between all teams within the system enables MTSS integration and scale-up efforts.

Global data-based problem solving at school and district level (versus student level only)

Braiding the elements of RtI, PBIS, PLC, SEL, CSSM, Trauma Responsive Practices, Restorative Practices, Personalized Learning and other initiatives/frameworks into a unified model, with attention to Implementation Science and responsible innovation helps ensure alignment of past guidance and lessons learned from implementation efforts both locally and nationally.

[MTSS Board Policy](#)

Multi-Tiered System of Supports (MTSS) Executive Summary

A unified equity-based framework empowering the whole student to profoundly impact our world.

District 11's Multi-Tiered System of Supports (MTSS) is our unified, prevention-based framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every student. MTSS guarantees an ecosystem of equitable practices to meet the unique needs of every individual by optimizing a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.

CORE VALUES OF MTSS

- **Focus on the Whole Student** - We encourage and support each student with developing academic, personal, social, and cultural competencies and applying them intentionally in their lives. Each student is encouraged and supported to actively pursue deeper learning that continually challenges them to grow and achieve their personal best while also innovatively adapting to evolving challenges.
- **Prevention-Based** - We maintain an intentional and sustained focus on high quality tier 1 (core) instruction that is differentiated to meet the unique needs of all learners.
- **Collective Responsibility, Efficacy, and Impact** - We are empowered through a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.
- **Strategic and Systematic** - We focus on quality implementation, continuous improvement, and responsible innovation as we commit and align our actions to a shared understanding of the strategic plan.

MTSS COMPONENTS AND DESCRIPTIONS

1. **Culture and Climate** - MTSS thrives through healthy relationships, effective communication, equitable practices, and high expectations with actively engaged educators who are committed to improving teaching and learning for the whole student within a system that empowers educators, students, families, and the community.
2. **Collaborative Teaming** - MTSS thrives through collaborative teams that share leadership, build collective efficacy, and anchor improvement through disciplined inquiry.
3. **Family, School, and Community Partnering** - MTSS ensures active, engaged partnering among families, schools, and the community to develop the whole student and improve classroom, school, and district outcomes.
4. **Multi-Tiered Instruction and Support** - MTSS ensures that every student receives equitable multi-tiered instruction and support focused on the whole student that is evidence-based, culturally responsive, and matched to need through tiered layers that increase in intensity.
5. **Continuous Improvement** - MTSS empowers the application of a consistent process at multiple levels to collect, analyze, and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.



MULTI-TIERED SYSTEM OF SUPPORTS



CULTURE AND CLIMATE

MTSS thrives through healthy relationships, effective communication, equitable practices, and high expectations with actively engaged educators who are committed to improving teaching and learning for the whole student within a system that empowers educators, students, families, and the community.



COLLABORATIVE TEAMING

MTSS thrives through collaborative teams that share leadership, build collective efficacy, and anchor improvement through disciplined inquiry.



FAMILY, SCHOOL, AND COMMUNITY PARTNERING

MTSS ensures active, engaged partnering among families, schools, and the community to develop the whole student and improve classroom, school, and district outcomes.



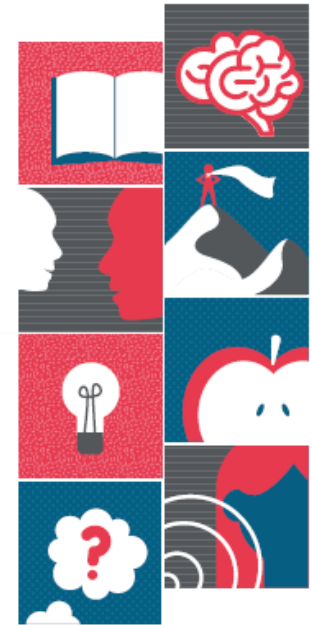
MULTI-TIERED INSTRUCTION AND SUPPORT

MTSS ensures that every student receives equitable multi-tiered instruction and support focused on the whole student that is evidence-based, culturally responsive, and matched to need through tiered layers that increase in intensity.



CONTINUOUS IMPROVEMENT

MTSS empowers the application of a consistent process at multiple levels to collect, analyze, and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.



District 11's Multi-Tiered System of Supports (MTSS) is our unified, prevention-based framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every student. MTSS guarantees an ecosystem of equitable practices to meet the unique needs of every individual by optimizing a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.



Culture and Climate

MTSS thrives through healthy relationships, effective communication, equitable practices, and high expectations with actively engaged educators who are committed to improving teaching and learning for the whole student within a system that empowers educators, students, families, and the community.

Commitments	Practices and Attributes
We cultivate healthy relationships (CC.1)	<ul style="list-style-type: none">• We foster a sense of belonging, school connectedness, and incorporate intentional time for building relationships (CC.1.a)• We welcome new members into our community and give them the knowledge and guidance they need to be successful (CC.1.b)• We listen to and know students as individuals and support them in a whole student approach (CC.1.c)• We celebrate accomplishments, successes, and growth and build upon others' strengths (CC.1.d) <p>Look fors are dynamic and may include such things as: every student has at least one staff member they are connected to, staff speak positively about and to each other, restorative practices are used to address interpersonal issues, etc.</p> <p>Supporting resources can be found HERE</p>
We build and maintain a strong community intensely focused on learning and developing the whole student (CC.2)	<ul style="list-style-type: none">• We take time to understand and assess the unique needs of each student (CC.2.a)• We make decisions based on student needs, goals, and desired outcomes (CC.2.b)• We ensure that every student is career or college ready through the use of the D11 graduate profile to design the best course of learning for individual students (CC.2.c) <p>Look fors are dynamic and may include such things as: seek and honor student voice when developing goals, offer opportunities based on student need and interest, use language that is consistent and frequent around developing the whole student, etc.</p> <p>Supporting resources can be found HERE</p>
We adhere to a growth mindset (CC.3)	<ul style="list-style-type: none">• We empower each student to innovatively adapt to evolving challenges and engage in learning that continually challenges them to grow and achieve their personal best (CC.3.a)• We support each student to develop personal, social, and cultural competencies and apply them intentionally in their lives (CC.3.b)• We believe all learners can learn at high levels when the right supports are in place (CC.3.c)• We believe that learners can utilize new skills, strategies, and tools with persistent effort which will lead to improvement (CC.3.d)• We encourage innovation and risk taking (CC.3.e) <p>Look fors are dynamic and may include such things as: provide safe spaces that allow learners to engage in risk taking, use growth mindset language, celebrate whole student successes, not just academic successes, etc.</p> <p>Supporting resources can be found HERE</p>
We practice effective communication (CC.4)	<ul style="list-style-type: none">• We use a variety of forums and tools to communicate effectively and systematically to ensure stakeholders are informed, educated, and engaged with change efforts (CC.4.a)• We ensure a system is in place to keep students and families informed of student progress and gather family input and information (CC.4.b)• We plan for communication by identifying and engaging key stakeholders and ensuring follow-up (CC.4.c)• We communicate the district's essential components of MTSS and data driven decision making process with staff (CC.4.d)• We adhere to professional norms (CC.4.e)• We help students identify and address interpersonal issues in a timely and respectful manner (CC.4.f)

	<p>Look fors are dynamic and may include such things as: greeting, body language, verbal, tone, authentic positivity, use of acronyms is limited and clarified when needed, use various methods to communicate, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We maintain a safe, welcoming, and orderly school environment (CC.5)</p>	<ul style="list-style-type: none"> • We maintain a school with a safe and welcoming learning environment (CC.5.a) • We develop and practice social-emotional competencies and health and wellness strategies to support the whole student (CC.5.b) • We integrate social-emotional and behavioral supports into the classroom environment (CC.5.c) • We incorporate rituals and routines supporting positive classroom management strategies and practices (CC.5.d) • We collect data to develop, monitor, and support interventions (CC.5.e) • We have established security procedures that are known by every staff member (CC.5.f) • We establish routines, rules, and norms that are clearly communicated, practiced, and consistently reinforced (CC.5.g) <p>Look fors are dynamic and may include such things as: established welcoming procedures, students, parents, and staff are educated on behavioral expectations, provide feedback for self-reflection and opportunities for skill development, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We focus on equitable practices for the success of all students (CC.6)</p>	<ul style="list-style-type: none"> • We have high expectations and academic standards that are expected of ALL students and supported by ALL staff, system policies, practices, and resources (CC.6.a) • We build upon our collective efficacy to positively influence outcomes for ALL students (CC.6.b) • We collect and utilize data in decision making processes to ensure that policies and practices are equitable to guarantee success for ALL students (CC.6.c) • We provide staff professional development and coaching on multicultural education and use culturally relevant materials when implementing instruction and interventions (CC.6.d) • We skillfully handle contentious issues to promote equitable ideals and practices in order to identify and change structures that perpetuate inequitable practices (CC.6.e) • We engage staff, students, families, and community partners by creating safe spaces in order to boldly embrace valuable and difficult conversations about equity (CC.6.f) <p>Look fors are dynamic and may include such things as: PD for understanding our own implicit bias, remove access barriers, adherence to equity policy, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We align resources, time, and schedules to the District Strategic Plan (CC.7)</p>	<ul style="list-style-type: none"> • We support and align initiative adoption, improvement efforts, and implementation plans with the district’s strategic plan (CC.7.a) • We align resources, funds, time, personnel, facilities, and opportunities equitably (CC.7.b) • We align school-wide schedules to support multiple levels of intervention and enrichment based on supporting the whole student (CC.7.c) <p>Look fors are dynamic and may include such things as: time and schedules include whole student development, transparency to community, practices are aligned to the district strategic plan, etc.</p> <p>Supporting resources can be found HERE</p>



Collaborative Teaming

MTSS thrives through collaborative teams that share leadership, build collective efficacy, and anchor improvement through disciplined inquiry.

Commitments	Practices and Attributes
We share leadership and build collective efficacy (CT.1)	<p>We seek out, value, and meaningfully incorporate input from a diverse group of stakeholders in our collaborative teams.</p> <ul style="list-style-type: none">• We encourage teachers to be meaningfully involved in school leadership positions and share decision making on school-wide issues (CT.1.a)• We seek consensus in setting school goals (CT.1.b)• We are responsive to the needs of teachers (CT.1.c) <p>Expectations of teachers are high, and teachers are supported for success.</p> <ul style="list-style-type: none">• We support teachers to implement high-yield strategies (CT.1.d)• We encourage teachers to participate in evaluation of their practice and its effect on student learning and achievement (CT.1.e)• We validate improved student outcomes with data and success is recognized and celebrated (CT.1.f)• We explicitly identify teachers' practices leading to improved student outcomes (CT.1.g)• We use evidence of student learning to improve classroom instruction (CT.1.h)• We expect and set aside time, set clear expectations for, and hold time sacred for formal, frequent, and productive teacher collaboration (PLCs, Student Success Teams, action teams, etc.) (CT.1.i)• We foster empathy and effective interaction among teams (CT.1.j)• We have confidence, trust, and belief in one another's abilities to improve student outcomes (CT.1.k) <p>Look fors are dynamic and may include things such as: team composition, clearly stated purpose of teams, team agendas, etc.</p> <p>Supporting resources can be found HERE</p>
Building Leadership Team (BLT) (CT.2)	<p>Expectations:</p> <ul style="list-style-type: none">• We schedule and structure frequent meetings with clearly focused agendas (1-2) times per month) (CT.2.a)• We use protocols and ask probing questions (CT.2.b)<ul style="list-style-type: none">○ Ask questions focused on factors within sphere of control and avoid a focus on student factors.○ Use appropriate protocols and level of analysis (school-wide, grade, individuals) for meeting purpose.○ Systematically consider contributing factor(s) based on thorough review of evidence.• We collaborate effectively, value transparency, and inform and engage stakeholders (CT.2.c)<ul style="list-style-type: none">○ All team members have equity of voice and are actively engaged in asking questions.○ Celebrate small wins and improvements.○ Regularly inform and engage stakeholders of key data and work of the BLT.• We share leadership for improving teaching and learning with representative school members (CT.2.d)

	<ul style="list-style-type: none"> ○ Empower action teams/task forces to improve school and student outcomes in a coherent and unified manner. ○ Organize the team around a common understanding of team’s purpose and instructional priorities. ○ Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size. ○ Represent a balance of work styles (e.g., task-oriented, provides pushback, synthesizes, etc.) ● We establish a problem-solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning activities; and a process to monitor and evaluate implementation and outcomes. (CT.2.e) <ul style="list-style-type: none"> ○ Uses timely and relevant data/evidence sources with attention upon the whole student to engage in on-going inquiry (e.g., continuous improvement cycles) as a basis for improvement. <ul style="list-style-type: none"> - Gain productive insight and take substantial new action or adjust strategy that clearly addresses contributing factors. - Relentlessly ask, “Is it working?” about every program, initiative, and strategy in the school. - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes. - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?" ○ Engages in intentional problem-solving processes for selection and adoption of evidence-based practices. ○ Builds the capacity of teacher teams (PLC, Student Success Team, EWS etc.) to lead cycles of learning and problem solving focused on student learning data and student work. ● Establishes, monitors, and sustains a system of prevention-focused, hierarchical tiers of support matched to student need. (CT.2.f) ● Prioritizes systems for families to be active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning. The school community respects and includes every family. (CT.2.g) ● Encourages a culture of innovation and risk-taking focused on improving outcomes for the whole student. (CT.2.h) <p>Look fors are dynamic and may include such things as: utilize universal screening for goal setting, evaluate the equity, quality, and efficiency of universal supports, develop and continuously monitor the school improvement plan, etc.</p> <p>Supporting resources can be found HERE</p>
<p style="text-align: center;">Professional Learning Community (PLC) and Collaborative Teacher Teams (CT.3)</p>	<p>The school functions as a Professional Learning Community with collaborative teams focusing on the 3 Pillars of PLCs:</p> <p>Focus on Learning - To ensure high levels of learning for all students, educators work collaboratively to answer four critical PLC questions.</p> <ul style="list-style-type: none"> ● What knowledge and skills should every student master as a result of this unit of instruction? (CT.3.a) ● How will we know when each student has mastered the essential knowledge and skills? (CT.3.b) ● How will we respond when some students do not learn? (CT.3.c) ● How will we extend, enrich, and personalize learning for students to help them reach their personal best?(CT.3.d) <p>Collaborative Culture - With a focus on improvement, teachers are provided time, support, and resources to collaboratively engage.</p> <ul style="list-style-type: none"> ● We clarify essential learning outcomes by grade or course (CT.3.e) ● We monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments (CT.3.f) ● We analyze and use the results of common assessments to improve instruction and target intervention/enrichment, (CT.3.g) ● We establish and monitor progress on team goals (CT.3.h) ● We innovate responsibly based on action research (DuFour, 2016) (CT.3.i)

	<p>Focus on Results:</p> <ul style="list-style-type: none"> • We measure PLCs and their effectiveness based on results rather than intentions (CT.3.j) • We continually assess all programs, policies, and practices based on their impact on students' learning (CT.3.k) • We ensure all staff members receive relevant and timely information and coaching around their effectiveness in achieving intended results (CT.3.l) <p>Look fors are dynamic and may include such things as: establish quarterly and yearly goals, set school-wide expectations and protocols, provide differentiated professional developmental opportunities based on team needs, etc.</p> <p>Supporting resources can be found HERE</p>
<p>Student Success Team (SST) (CT.4) <i>Previously known as Rtl, Problem Solving, Kid Talks, or Data Teams</i></p>	<p>Student Success Teams are established and conduct regular data meetings to improve outcomes for the whole student.</p> <ul style="list-style-type: none"> • We have representation of all key stakeholders to be empowered to support the whole student (CT.4.a) • We meet regularly (about weekly) (CT.4.b) • We use structures and clear processes (including PDSA cycles) to effectively and efficiently guide decision-making leading to improved student outcomes (CT.4.c) • We follow-up intentionally to monitor the impact of interventions/enrichment (CT.4.d) • We attend to data in a timely manner that is representative of the whole student (academic, behavioral, attendance, social-emotional) (CT.4.e) • We leverage the strengths and interests of the student to shore up areas of weakness (CT.4.f) • We include the students in the planning and monitoring of interventions and/or enrichment (builds empathy) (CT.4.g) • We involve the family at appropriate intervals (2-way communication, interviews, and empathy building) (CT.4.h) • We use timely data to help reduce risk factors for students (e.g., leveraging Early Warning Systems and other dashboards) (CT.4.i) • We utilize resource and intervention maps to match student needs with evidence-based practices (CT.4.j) • We follow state and district protocols for Special Education eligibility (CT.4.k) <p>Look fors are dynamic and may include such things as: complete resource map inventory, meet regularly, discussion is focused on the whole child, parent involvement, etc.</p> <p>Supporting resources can be found HERE</p>

**Early Warning System
(EWS) Team (CT.5)**

Secondary schools include an Early Warning System Team to identify students who are falling off-track and are at-risk of not graduating on time.

- We meet regularly (weekly recommended) and use structures and clear processes such as norms, roles, process protocols, and data documentation (CT.5.a)
- We include team members such as an administrator, counselor, general education teachers, interventionists, mental health staff (CT.5.b)
- We create and use a Resource and Intervention Map which is regularly updated and revised (CT.5.c)
- We use timely Attendance, Behavior, and Course Performance (ABC) data to identify students who are off-track, sliding, and on-track for graduation (CT.5.d)
- We include student interests, strengths, social-emotional survey data and post-secondary readiness information in developing and implementing interventions (CT.5.e)
- We gather and elevate student voice, choice, and agency (CT.5.f)
- We analyze, on a quarterly basis, ABC data and interventions to determine intervention effectiveness and adjust, increase, or discontinue usage based on effectiveness outcomes (CT.5.g)
- We develop and implement Opening and Finishing Strong Plans (CT.5.h)
- We use a continuous improvement process for assessing impact, need, and goal setting (CT.5.i)

[Look fors](#) are dynamic and may include such things as: resource map and intervention map, use of ABC data, meeting agenda and protocol utilized, student voice, opening strong plans, quarterly data and intervention analysis, etc.

Supporting resources can be found [HERE](#)



Family, School, and Community Partnering

MTSS ensures active, engaged partnering among families, schools, and the community to develop the whole student while improving classroom, school, and district outcomes.

Commitments	Practices and Attributes
<p>We establish a culture that welcomes and engages every family into the school community (FSCP.1)</p>	<ul style="list-style-type: none"> • We welcome, invite, and promote family engagement and active participation in the school (FSCP.1.a) • We establish relationships with families through a welcoming, safe, trusting, and comforting environment (FSCP.1.b) • We value and honor families and their diversity, experiences, knowledge, skills, and cultures (FSCP.1.c) • We recognize and honor family contributions and participation (FSCP.1.d) • We demonstrate equity (FSCP.1.e) • We build shared responsibility to develop the whole student (FSCP.1.f) <p>Look fors are dynamic and may include such things as: list of opportunities for parent involvement on website, families support school through strengths and expertise, home visits available as needed, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We effectively communicate between the school and family (FSCP.2)</p>	<ul style="list-style-type: none"> • We respectfully communicate with families in a reciprocal, meaningful, clear, timely, and equitable manner (FSCP.2.a) • We use multiple channels of communication (FSCP.2.b) • We communicate about learning, academic progress, and essential skills to include celebrations and challenges (FSCP.2.c) <p>Look fors are dynamic and may include such things as: greeting by name, ask for feedback from families about specific ideas/issues, regular progress reports, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We empower every family to support student learning (FSCP.3)</p>	<ul style="list-style-type: none"> • We develop the capacity of families by offering training and coaching to strategically build student capacity (FSCP.3.a) • We immerse families in school learning to enhance and support learning at home (FSCP.3.b) • We create collective learning environments that foster learning networks among families and school (FSCP.3.c) <p>Look fors are dynamic and may include such things as: share expected outcomes at each grade level, provide family nights, opportunities to volunteer in classrooms, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We empower families to advocate for students (FSCP.4)</p>	<ul style="list-style-type: none"> • We support families to be empowered advocates for all children (equitable access to learning and community resources) (FSCP.4.a) • We encourage families to partner with their child to set goals for the school environment (FSCP.4.b) <p>Look fors are dynamic and may include such things as: educate about safe to tell, hold an informational night for parents presenting special providers and community resources, clear channels to advocate for their student and others, etc.</p> <p>Supporting resources can be found HERE</p>

<p>We engage every family in decision making (FSCP.5)</p>	<ul style="list-style-type: none"> • We engage every family in collaborative decision making (input, feedback, empathy) (FSCP.5.a) • We provide workable, equitable mechanisms for families to take part in decision making (FSCP.5.b) • We work with families to influence and create policies, practices, and programs for improvement of all students (FSCP.5.c) <p>Look fors are dynamic and may include such things as: opportunities to be involved with SAC/DAC/PTA, survey families to solicit feedback, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We collaborate with the greater community (FSCP.6)</p>	<ul style="list-style-type: none"> • We collaborate with and leverage community resources to improve schools by connecting students, families, and the school to expanded learning and support opportunities, community services, and civic participation (FSCP.6.a) • We identify mutual interests and goals (FSCP.6.b) • We communicate with the community (FSCP.6.c) <p>Look fors are dynamic and may include such things as: community resource fair, honoring community members, students engage in community service, etc.</p> <p>Supporting resources can be found HERE</p>



Multi-Tiered Instruction and Support

MTSS ensures that every student receives equitable multi-tiered instruction and support focused on the whole student that is evidence-based, culturally responsive, and matched to need through tiered layers that increase in intensity.

Commitments	Practices and Attributes
<p>We provide rigorous and engaging academic instruction to ALL learners (MTIS.1)</p>	<ul style="list-style-type: none"> • We utilize an intentional cycle of teaching and learning (MTIS.1.a) • We collectively clarify standards and desired outcomes (MTIS.1.b) • We determine learning progressions (MTIS.1.c) • We deliberately plan for instruction (MTIS.1.d) • We provide clear learning targets and expected outcomes to students throughout instruction (MTIS.1.e) • We utilize formative data to adjust and improve instruction (MTIS.1.f) • We continuously reflect on teaching and learning to improve outcomes (MTIS.1.g) • We utilize rigorous, engaging, and evidence-based techniques, strategies, activities, and resources (MTIS.1.h) • We instruct and provide practice opportunities for students at the appropriate level of rigor (MTIS.1.i) • We provide relevant connections and allow students multiple and varied opportunities to apply learning (MTIS.1.j) • We provide and accept actionable feedback that moves learning forward (MTIS.1.k) • We utilize grading practices that provide an accurate reflection of student learning (MTIS.1.l) • We continually investigate instructional practices and discontinue those not showing evidence of effectiveness (MTIS.1.m) • We use purchased resources with fidelity to the design of the program (MTIS.1.n) <p>Look fors are dynamic and may include such things as: clarify standards, outcomes, and learning targets, provide grade level instruction to ALL students, students are actively engaged in learning, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We instruct and develop social-emotional and essential skills* for ALL learners (MTIS.2)</p> <p>*Colorado Essential Skills</p>	<ul style="list-style-type: none"> • We utilize an intentional cycle of teaching and learning to develop social-emotional and essential skills* (MTIS.2.a) • We collectively clarify desired outcomes (MTIS.2.b) • We purposely embed social-emotional and essential skills development into our lessons (MTIS.2.c) • We provide clear targets and outcomes to students throughout instruction (MTIS.2.d) • We utilize formative data to adjust and improve instruction (MTIS.2.e) • We continuously reflect on teaching and learning to improve outcomes (MTIS.2.f) • We ensure intentional opportunities for learners to develop and practice social-emotional and essential skills (MTIS.2.g) • We provide relevant connections and allow students multiple and varied opportunities to apply learning (MTIS.2.h) • We provide and accept actionable feedback that moves learning forward (MTIS.2.i) <p>*reference Colorado Essential Skills</p> <p>Look fors are dynamic and may include such things as: use data to collaboratively plan for essential skill development, provide explicit instruction and modeling of social/emotional health, reflect and respond to feedback, etc.</p> <p>Supporting resources can be found HERE</p>

<p>We provide an intentional, layered, and tiered system of supports for ALL learners (MTIS.3)</p>	<ul style="list-style-type: none"> • We provide personalized support to all learners (MTIS.3.a) • We utilize decision-making protocols as we design RtI structures (MTIS.3.b) • We utilize a body of evidence to guide our decisions (MTIS.3.c) • We provide Tier 1 differentiation opportunities focused on intentional scaffolding and/or enrichment of core content (MTIS.3.d) • We provide additional time and support in and/or deeper investigation of core instruction in Tier 2 support (MTIS.3.e) • We provide foundational skills support for and/or extension of core instruction in Tier 3 support (MTIS.3.f) • We layer tiered support as students show evidence of need (MTIS.3.g) • We utilize prevention and intervention to support daily attendance (MTIS.3.h) <p>Look fors are dynamic and may include such things as: use diagnostic assessments to identify skill gaps and design targeted instruction, provide layered and tiered supports that target student needs, regularly celebrate growth and achievements, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We serve the whole student through an ecosystem of equitable practices (MTIS.4)</p>	<ul style="list-style-type: none"> • We consider the whole student (MTIS.4.a) • We foster a mindset of ALL means ALL (MTIS.4.b) • We ensure ALL learners are held to high expectations (MTIS.4.c) • We identify and utilize instructional strategies, activities, and resources that are inclusive and equitable (MTIS.4.d) • We continually reflect on the effectiveness of inclusive and equitable practices in meeting the needs of the whole student (MTIS.4.e) • We celebrate individuality, cultures, and heritage (MTIS.4.f) <p>Look fors are dynamic and may include such things as: guarantee equal access to materials and resources, never use labels to define students, model high expectations, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We empower student ownership of learning (MTIS.5)</p>	<ul style="list-style-type: none"> • We engage learners in planning for their future (MTIS.5.a) • We facilitate learners in setting goals and tracking progress (MTIS.5.b) • We facilitate learners in implementing feedback and determining steps to meet goals (MTIS.5.c) • We celebrate progress, growth, and achievement of goals (MTIS.5.d) • We provide students with choice and voice (MTIS.5.e) <p>Look fors are dynamic and may include such things as: regularly conference with students, develop success criteria, have opportunities to learn through a personal passion, etc.</p> <p>Supporting resources can be found HERE</p>



Continuous Improvement

MTSS empowers the application of a consistent process at multiple levels to collect, analyze, and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

Commitments	Practices and Attributes
<p>We plan strategically (CI.1)</p>	<ul style="list-style-type: none"> • We plan innovations, initiatives, interventions thoughtfully and collaboratively, with clear outcomes established and a limited scale and a short-time cycle (CI.1.a) • We determine need, fit, and readiness (CI.1.b) • We seek to understand the problem and the system that produces it (CI.1.c) • We approach the work in a ‘problem specific and user centered’ manner - “What is the problem we are trying to solve?” (CI.1.d) • We empathize across stakeholder groups to ensure diverse input is valued and integrated into improvement efforts (e.g., interviews, shadowing, seek to understand, non-judgmental) (CI.1.e) • We gather information from a variety of sources to form a body of evidence (CI.1.f) • We focus on change management at the beginning of implementation and throughout (CI.1.g) • We put learning first and consider the whole student when making instructional decisions (CI.1.h) <p>Look fors are dynamic and may include such things as: time provided to collaborate, collect and analyze data that is relevant for planning, 2 to 3 year plan with measurable marks along the way, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We implement thoughtfully (CI.2)</p>	<p>Focus collective efforts (narrow and prioritize improvement efforts)</p> <ul style="list-style-type: none"> • We establish and communicate practical, meaningful, high-leverage, and measurable outcomes (CI.2.a) • We integrate new initiatives with existing work (CI.2.b) • We incorporate innovations that are thoughtfully and collaboratively planned out, with a limited scale and a short-time scale (CI.2.c) • We encourage a bias toward action (fail forward and improve quickly) (CI.2.d) <p>Look fors are dynamic and may include such things as: establish clear criteria for accountability, intentional implementation, whole student approach, etc.</p> <p>Supporting resources can be found HERE</p>

We study the impact of actions (CI.3)

We establish a plan to monitor impact (data review cycles)

- We monitor Impact and Fidelity - procedures are in place to monitor implementation benchmarks and student outcomes regarding: (CI.3.a)
 - priority initiatives and innovations
 - implementation of the core curriculum and secondary and intensive interventions
- We establish procedures to monitor the processes of administering and analyzing assessments and other relevant student data pertaining to the whole learner (CI.3.b)
- We empower student ownership of performance and data (CI.3.cK)

[Look fors](#) are dynamic and may include such things as: BLT, PLC, SST meetings, after data analysis next steps and clear expectations are established, progress monitoring the effectiveness of our actions

Supporting resources can be found [HERE](#)

<p>We respond (CI.4)</p>	<ul style="list-style-type: none"> • We adjust our approach based on the data to revise, stop doing, or scale up (CI.4.a) • We spread and scale only proven innovations (CI.4.b) • We document our improvement process and make the learning visible (CI.4.c) • We celebrate success and learn from productive failures (CI.4.d) • We measure the impact of our adjustments and follow-up (CI.4.e) <p>Look fors are dynamic and may include such things as: reteach as needed, move toward the desired outcome, differentiate instruction, etc.</p> <p>Supporting resources can be found HERE</p>
<p>We invest in professional learning (CI.5)</p>	<p>School-based professional development is institutionalized and structured so that all educators continuously examine, reflect upon, and improve instructional practice that attend to the whole student, databased decision making, and delivery of tiered instruction & intervention.</p> <ul style="list-style-type: none"> • We invest in professional learning aligned to our mission and personalized to meet adult needs (CI.5.a) • We intentionally plan for professional learning for all new and existing high leverage initiatives (CI.5.b) • We provide educators with professional development rooted in evidence-based techniques (differentiated, choice-based, relevant, applicable) (CI.5.c) • We provide educators with regular instructional coaching opportunities and technical assistance to increase capacity (CI.5.d) • We support educators with quality professional learning to empower them to continuously improve (CI.5.e) <p>Look fors are dynamic and may include such things as: time to learn and grow, safe environment to ask questions, plan for follow-up, support, and coaching, etc.</p> <p>Supporting resources can be found HERE</p>