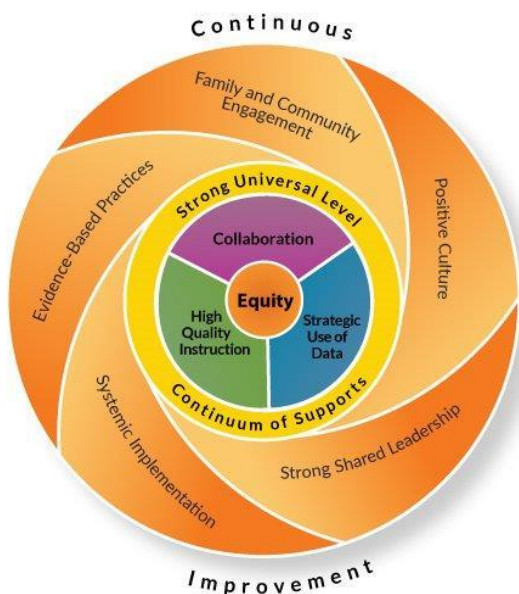


What does Equitable Multi-Level Systems of Supports mean?



Equity – Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income. *Think trauma-informed classrooms, professional development, personalized learning experiences for students, academic and career planning, tiered academic and behavioral supports, culturally responsive practices, and equity consciousness – clear awareness of inequities and a strong commitment to addressing them.*

High Quality Instruction – Curriculum, teaching practices and learning environments are standards-based, evidenced-based, engaging, differentiated, culturally responsive, and data-driven. *Think personalized learning experiences for students, tiered academic and behavioral*

supports, use of technology resources, curriculum resources, professional development, curriculum standards, curriculum assessments, assessments driving instruction (formative and summative), culturally responsive practices, curriculum review process, educator effectiveness, data management systems (Alpine/Skyward), mentoring new staff.

Strategic Use of Data – Ongoing, reflective and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity. *Think data management systems (Alpine/Skyward), PLC, Problem-Solving Meetings, academic and behavior data to drive instruction/intervention, use of assessments to drive instruction, educator effectiveness, building leadership teams (MTSS, PBIS), professional development.*

Collaboration – A systemic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social and emotional success of every learner. *Think trauma-informed practices, PBIS, use of technology resources, parent communication, PLC, building leadership teams (MTSS, PBIS, BLT), academic and career planning, technology resources for communication, mentoring of staff, professional development.*

Family and Community Engagement – Families and communities are active partners and key collaborators in achieving the goal of success for every learner. *Think use of technology resources, parent communication, open houses, and conferences.*

Continuum of Supports – High quality instruction, collaboration, and strategic use of data of varying intensity to equitably address the needs of every learner. *Think PLC, data management systems (Alpine/Skyward), assessments driving instruction (formative and summative), PBIS, personalized learning, tiered academic and behavioral supports, Problem-Solving Meetings, staff mentoring, professional development, culturally responsive practices, trauma-informed practices, and curriculum review process.*

Strong Universal Level of Support – Instruction, assessment and collaborative systems and practices are accessible, effective and reflective of every learner. *Think personalized learning, use of technology resources, PLC, assessment driving instruction (formative and summative), building teams (PBIS, MTSS, BLT), PBIS, data management systems (Alpine/Skyward), curriculum review, professional development, staff mentoring, educator effectiveness, culturally responsive practices, trauma-informed practices.*

Systemic Implementation – Programs, practices, roles and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district. *Think professional development, trauma-informed practices, tiered academic and behavioral supports, PBIS, personalized learning, use of technology resources, PLC, Problem-Solving meetings, building leadership teams (MTSS, PBIS), use of data management systems (Alpine/Skyward), staff mentoring, curriculum review, culturally responsive practices, and educator effectiveness.*

Strong Shared Leadership – Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district level. *Think teacher leadership opportunities, PLC, professional development, building and district teams (MTSS, BLT, PBIS, curriculum review teams, Personalized Learning), and staff mentoring.*

Positive Culture – A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety and success of every learner. *Think trauma-informed practices, PBIS, tiered academic and behavioral supports, PLC, culturally responsive practices, and building teams (PBIS, MTSS, BLT).*

Evidenced-Based Practices – Use of programs, practices and procedures with the best available evidence balanced with the fit to the schools' and district's population and values. *Think PLC, curriculum resources, use of technology resources, personalized learning, PBIS, building and district teams (MTSS, PBIS, BLT), data management systems (Alpine/Skyward), academic and career planning, curriculum review, and assessment driving instruction (formative and summative), parent communication, tiered academic and behavior supports, professional development, trauma-informed practices, and culturally responsive practices.*

To have a healthy Multi-Tiered System of Support (MTSS) framework many components are required to meet the unique needs of all students.