



Well-Rounded, Coordinated Learning Principles

Indicator 4.5 Provide Multi-Tiered System of Support

Schoolwide systems are in place to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, by matching increasing levels of support to student need, goals, and interests.

Components include:

- All educators are expected to deliver, with support, effective standards-based academic, behavioral, and social-emotional core instruction with differentiation to meet student needs and aspirations.
- The school has clearly articulated goals for student achievement and growth.
- The school sustains systems for providing a responsive continuum of academic, behavioral, and social-emotional supports as needed for **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, to meet their goals.
- School demonstrates a clear plan for matching student need to level of intensity through intervention options that address specific area of academic, behavioral, and social-emotional need.

Stage of Implementation

0 = Laying the Foundation. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide. All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- Do ALL students, including protected classes and historically and currently underserved and marginalized student groups, receive core instruction in reading, math, behavior, and social-emotional well-being using research-based core curriculum materials?
- How do instructional staff know if they are consistently implementing instruction and/or intervention?
- What formalized processes exist for student placement, and how do staff know when to adjust instruction or intervention?
- What documents exist to clearly articulate which intervention options match to specific student need?
- How do teachers document and review student placement in intervention?
- Are high school staff ensuring that ALL students, including those that are historically and currently underserved or marginalized, and especially English Learners, are taking courses required for on-time graduation?
- Do middle and high school students at-risk of dropping out have access to counseling and/or coaching supports to receive early exposure to career development and post-secondary education opportunities?
- Do middle and high school students at-risk of dropping out have access to engaging summer learning opportunities? Additional instructional time such as tutoring or small-group instruction?

Artifacts and Evidence

- MTSS Handbook
- Common agreements posted (for standards, instruction, and decision rules) by grade level
- Instructional schedule
- Coaching or intervention logs, observational data
- Education Plan and Profile for secondary students (The education plan and profile is required beginning in 7th grade; it is not restricted to high schools.)