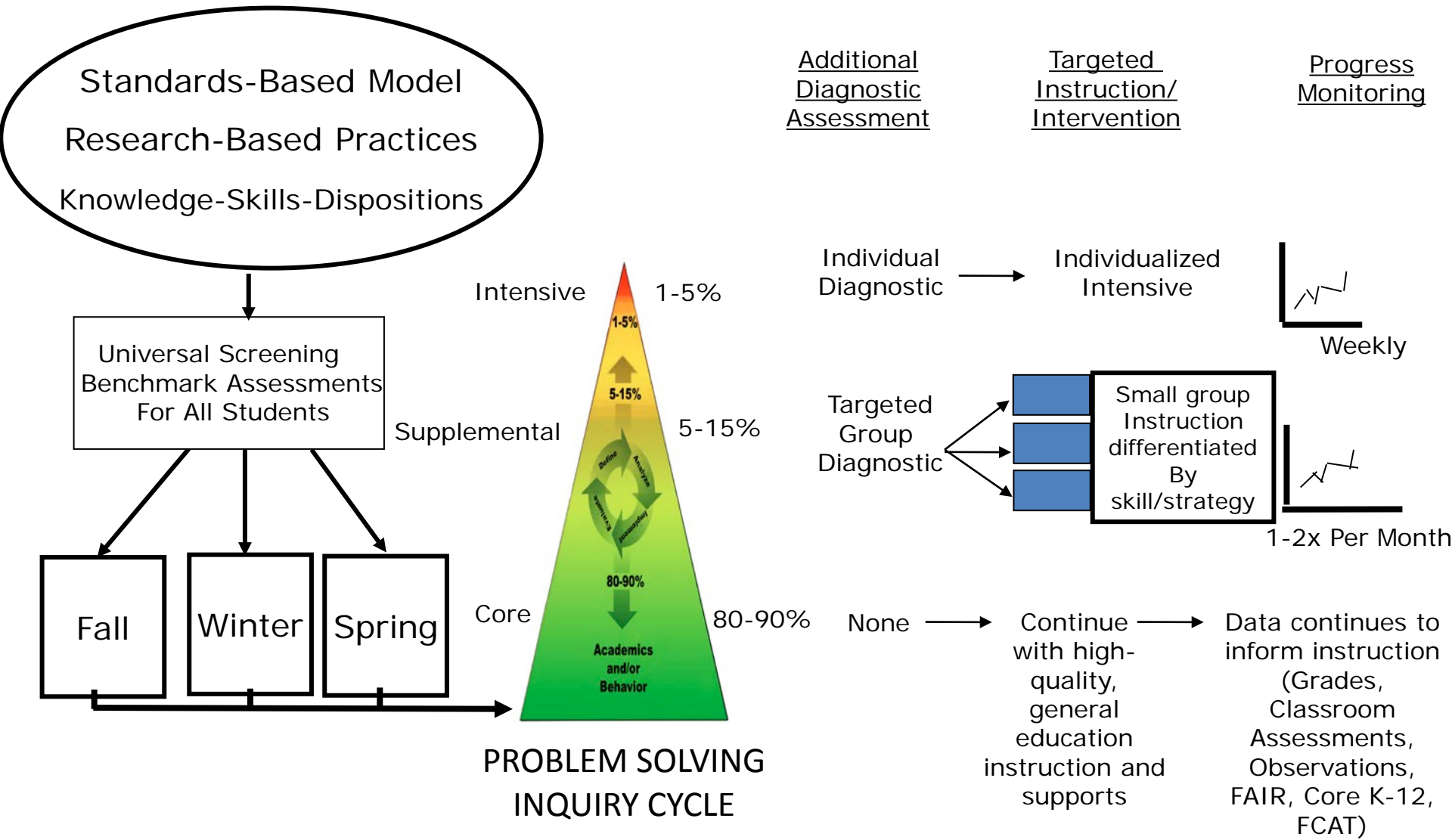


AT A GLANCE:

Decision Making Within a Multi-Tiered System of Supports

The practice of providing high quality instruction and intervention matched to needs of students, using data over time to make important educational decisions.



DISTRICT EXPECTATIONS AND COMMITMENTS TO ENSURE ALL STUDENTS WILL LEARN AT HIGH LEVELS



Teams:

1. Are committed to working collaboratively in ongoing processes of inquiry/ problem solving in order to achieve better results for the students they serve
2. Plan with the end in mind:
 - ✓ *What exactly do we expect all students to learn ?*
 - ✓ *How will we know if and when they have learned it?*
 - ✓ *How are we going to design instruction to ensure they learn what we want them to learn?*
 - ✓ *How will we respond when some students don't learn?*
 - ✓ *How will we respond when some students have already learned?*
3. Implement well researched programs and practices that have a high probability of producing good outcomes for the majority of students
4. Gather evidence of student learning
5. Analyze that evidence
6. Identify the most powerful teaching strategies
7. Build time for collaborative reflection

Core Instruction and Supports

Teams:

1. Calculate what percent of students and students in subgroups are achieving standards, benchmarks, behavioral expectations? **If percent is below 80%**, teams begin to identify common problems or trends to determine "**CORE**" instructional needs using the Problem Solving framework. Teams explorer:
 - ✓ *Is the curriculum and instruction matched to the needs of the students?*
 - ✓ *Is support provided for implementation fidelity?*
 - ✓ *How to shore-up "**CORE**" based on student needs and teacher practices?*
3. **If percent is above 80%**, teams determine if there is a need for additional diagnostic assessment(s)
4. Plan for targeted/supplemental interventions or supports to improve the performance of some students *(more academic-engaged time, focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core instruction, etc.)*

For concerns or questions:

Targeted, Supplemental Instruction and Supports and Intensive, Personalized Instruction and Supports

Teams:

1. Evaluate changes made to core, additional supports
2. Share relevant data, including diagnostic results
3. Group students with similar instructional needs
4. Consider at least six pieces of information:
 - ✓ *Amount of additional time*
 - ✓ *Focus of the intervention and support*
 - ✓ *Specific instructional strategies/behavioral support*
 - ✓ *Method and frequency of progress-monitoring*
 - ✓ *Evidence of fidelity*
 - ✓ *Sufficiency of intervention/support*
5. Determine implementation issues:
 - ✓ *Academic-Engaged Time – How much more?*
 - ✓ *Curriculum – What is used?*
 - ✓ *Personnel – Who, when, and where is it provided*
 - ✓ *How is support provided to ensure fidelity of implementation?*
6. Determine effectiveness issues:
 - ✓ *What assessments are used for data collection?*
 - ✓ *How frequently are assessments conducted? How frequently are they analyzed by the team?*
 - ✓ *How do teams determine whether the intervention is effective? What is the decision rule to determine any necessary adjustments to the interventions?*
 - ✓ *How does the team monitor and support fidelity?*
7. Determine how the student's parents will be involved or engaged in supporting the interventions?
8. Attach an implementation log and graphs