

	<p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<p><b>We maintain a safe, welcoming, and orderly school environment (CC.5)</b></p>	<ul style="list-style-type: none"> <li>• We maintain a school with a safe and welcoming learning environment (CC.5.a)</li> <li>• We develop and practice social-emotional competencies and health and wellness strategies to support the whole student (CC.5.b)</li> <li>• We integrate social-emotional and behavioral supports into the classroom environment (CC.5.c)</li> <li>• We incorporate rituals and routines supporting positive classroom management strategies and practices (CC.5.d)</li> <li>• We collect data to develop, monitor, and support interventions (CC.5.e)</li> <li>• We have established security procedures that are known by every staff member (CC.5.f)</li> <li>• We establish routines, rules, and norms that are clearly communicated, practiced, and consistently reinforced (CC.5.g)</li> </ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<p><b>We focus on equitable practices for the success of all students (CC.6)</b></p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• We build upon our collective efficacy to positively influence outcomes for ALL students (CC.6.b)</li> <li>• 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)</li> <li>• We provide staff professional development and coaching on multicultural education and use culturally relevant materials when implementing instruction and interventions (CC.6.d)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<p><b>We align resources, time, and schedules to the District Strategic Plan (CC.7)</b></p>	<ul style="list-style-type: none"> <li>• We support and align initiative adoption, improvement efforts, and implementation plans with the district’s strategic plan (CC.7.a)</li> <li>• We align resources, funds, time, personnel, facilities, and opportunities equitably (CC.7.b)</li> <li>• We align school-wide schedules to support multiple levels of intervention and enrichment based on supporting the whole student (CC.7.c)</li> </ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>



## 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
<b>We cultivate healthy relationships (CC.1)</b>	<ul style="list-style-type: none"><li>• We foster a sense of belonging, school connectedness, and incorporate intentional time for building relationships (CC.1.a)</li><li>• We welcome new members into our community and give them the knowledge and guidance they need to be successful (CC.1.b)</li><li>• We listen to and know students as individuals and support them in a whole student approach (CC.1.c)</li><li>• We celebrate accomplishments, successes, and growth and build upon others' strengths (CC.1.d)</li></ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<b>We build and maintain a strong community intensely focused on learning and developing the whole student (CC.2)</b>	<ul style="list-style-type: none"><li>• We take time to understand and assess the unique needs of each student (CC.2.a)</li><li>• We make decisions based on student needs, goals, and desired outcomes (CC.2.b)</li><li>• 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)</li></ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<b>We adhere to a growth mindset (CC.3)</b>	<ul style="list-style-type: none"><li>• 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)</li><li>• We support each student to develop personal, social, and cultural competencies and apply them intentionally in their lives (CC.3.b)</li><li>• We believe all learners can learn at high levels when the right supports are in place (CC.3.c)</li><li>• We believe that learners can utilize new skills, strategies, and tools with persistent effort which will lead to improvement (CC.3.d)</li><li>• We encourage innovation and risk taking (CC.3.e)</li></ul> <p><u>Look fors</u> 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: <a href="https://www.d11.org/Page/12315">https://www.d11.org/Page/12315</a></p>
<b>We practice effective communication (CC.4)</b>	<ul style="list-style-type: none"><li>• 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)</li><li>• 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)</li><li>• We plan for communication by identifying and engaging key stakeholders and ensuring follow-up (CC.4.c)</li><li>• We communicate the district's essential components of MTSS and data driven decision making process with staff (CC.4.d)</li><li>• We adhere to professional norms (CC.4.e)</li><li>• We help students identify and address interpersonal issues in a timely and respectful manner (CC.4.f)</li></ul>