



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><u>Look fors</u> 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: https://www.d11.org/Page/12318</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><u>Look fors</u> 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: https://www.d11.org/Page/12318</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><u>Look fors</u> 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: https://www.d11.org/Page/12318</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, well-being, 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><u>Look fors</u> 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: https://www.d11.org/Page/12318</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><u>Look fors</u> 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: https://www.d11.org/Page/12318</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 and develop partnerships with the community (FSCP.6.c) <p><u>Look fors</u> 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: https://www.d11.org/Page/12318</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><u>Look fors</u> 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: https://www.d11.org/Page/12319</p>
<p>We instruct and develop social-emotional and essential skills* for ALL learners (MTIS.2)</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><u>Look fors</u> 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: https://www.d11.org/Page/12319</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><u>Look fors</u> 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: https://www.d11.org/Page/12319</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><u>Look fors</u> 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: https://www.d11.org/Page/12319</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 empower students with choice and voice (MTIS.5.e) <p><u>Look fors</u> 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: https://www.d11.org/Page/12319</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, and 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><u>Look fors</u> 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: https://www.d11.org/Page/12316</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, 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><u>Look fors</u> 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: https://www.d11.org/Page/12316</p>

<p>We study the impact of actions (CI.3)</p>	<p>We establish a plan to monitor impact (data review cycles)</p> <ul style="list-style-type: none"> • We monitor Impact and Fidelity - procedures are in place to monitor implementation benchmarks and student outcomes regarding: (CI.3.a) <ul style="list-style-type: none"> ○ prioritize 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 student (CI.3.b) • We empower student ownership of performance and data (CI.3.c) <p><u>Look fors</u> 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</p> <p>Supporting resources can be found here: https://www.d11.org/Page/12316</p>
<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><u>Look fors</u> 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: https://www.d11.org/Page/12316</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, data-based 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><u>Look fors</u> 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: https://www.d11.org/Page/12316</p>