CSD Multi-Tiered System of Supports (MTSS) Framework

MTSS Critical Components	High Quality Academic and Behavioral Instruction and Intervention	Data for Decision Making	Team-based Problem Solving

Student Achievement Principles for Academics and Behavior

- Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student's success.
- Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status.
- Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.
- Leadership at all levels is vital.

High Quality Academic and Behavioral Instruction and Intervention	Data for Decision Making	Team-based Problem Solving
• ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes. • Evidence-based instruction and interventions are aligned with rigorous standards.	• CSD educators use assessments that are reliable, valid, and aligned to standards. • CSD educators use data to measure student progress and implementation of system supports	• CSD educators use data to guide instructional decisions, and allocate resources. • CSD educators problem solve collaboratively to meet student needs.

MTSS Practices for ALL Educators

Standards for Instruction	Evidence-Based Instructional Priorities: ACADEMIC	Evidence-Based Instructional Priorities: BEHAVIOR	Time Allocation for Instruction	Teacher and Team Learning Data	Student Performance Data	Teaming Structures	Continuous Problem Solving for Improvement
Standards clarify what students are expected to learn and do.	Planning, instructing, and assessing techniques are implemented to increase student engagement and learning.	Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions.	School culture ensures that instructional time is maximized to increase student growth.	Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Structures in all schools that provide comprehensive support for academic and behavior monitoring.	Multiple data sources are used for ongoing problem solving and equitable decision making across tiers.
Instructional content aligned with the Utah Core Standards School-wide Positive Behavioral Interventions and Supports (PBIS) Curriculum maps with common pacing guides Scientifically research-based programs Standards-based instruction and reporting Cognitive Rigor (Depth of Knowledge—DOK) International Society for Technology in Education Standards (ISTE) World-Class Instructional Design and Assessment (WIDA) Federal and state requirements (IEP, 504, ELs)	Teacher clarity (ES: 0.75) Explicit instruction (ES: 0.57) (I, We, Y'all, You) Instructional hierarchy (ES: 0.57): Acquisition, Automaticity, Application (AAA) Feedback cycle (ES: 0.75) Systematic vocabulary (ES: 0.67) Structured classroom discussion (ES: 0.82) Maximizing Opportunities to Respond (OTR) (ES: 0.67) Scaffolded Instruction & Grouping (SIG) structures (ES: 0.57)	Classroom PBIS (ES: 0.68) 1. Establish and post rules/ routines 2. Teach rules/routines 3. Monitor rules/routines 4. Reinforce rules/routines 5. Correct behavior errors 6. Use data for decision making Positive teacher-student relationships (ES: 0.75) Active supervision (ES: 0.62) Pre-correction (ES: 0.83) High ratio of positive to corrective feedback (ideally 4:1 or higher) (ES: 0.75) Precision requests Differential reinforcement (ES: 0.95) De-escalation Strategies: Help, Prompt, Wait PBIS Toolbox: Self-monitoring (ES: 0.97) Group contingencies (ES: 1.02) Token economy (ES: 0.90)	Classroom instructional time prioritized for instruction of standards Individual and team planning time intentionally increases the application of evidence-based instructional priorities and standards for instruction Master schedule considers the learning needs of the student population Scheduling ensured for: • Intervention and skill-based instruction • Special Education services • English Language Development (ELD)	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS) Public practice applications: • Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach • Learning walkthroughs and targeted observations • Lesson study • Video analysis Formalized classroom and system protocols and checklists to monitor and support implementation	Effective assessment practices: • Increase instructional agility • Provide feedback about learning to students, parents, and teachers • Build student efficacy • Monitor student academic and behavioral growth • Celebrate teaching and learning successes CSD Assessment System: • Screening Assessments (DIBELS, RI, MI) • Classroom Assessing • Team and School-wide Assessments • District-wide Standards-based Assessments • Comprehensive Assessments (e.g. SAGE, ACT) • Specialized Assessments (WIDA, IDEA eligibility assessments, Phonics Surveys)	Building Leadership Teams (BLT) use data to: • Design a tiered system of academic and social/emotional supports • Plan professional development • Develop CSIP goals and monitor progress • Monitor implementation effectiveness across tiers Instructional Professional Learning Communities (IPLC) use data to: • Design instructional adjustments needed to ensure success for all students • Plan for increasing the intensity of core scaffolds to address social emotional needs of students as needed • Refer students for consideration of more intensive standardized interventions as need arises Student Support Teams (SST) use data to: • Design, implement, and monitor intervention plans for individual students whose social/ emotional needs require more intensive, individualized supports	Standardized problem solving process is used by teams to identify, analyze, plan, and evaluate relevant data in a timely and consistent manner to: • Identify academic and behavioral risk • Analyze relevant data in teams (e.g. BLT, IPLC, SST) • Plan implementation of academic and behavioral interventions as student needs indicate • Monitor and evaluate effectiveness of academic and behavioral instruction across tiers using valid and reliable data (student and teacher data)

PUBLIC PRACTICE AND COACHING SUPPORTS

All students will graduate from Canyons School District college-, career-, and citizenship- ready.

<u>Major Academic Commitments:</u>

1. Promote school and community engagement that supports students in becoming college-, career-, and citizenship-ready.

2. Implement a comprehensive educational system that aligns quality curriculum, instruction, and assessment resulting in students becoming college-, career-, and citizenship-ready.

3. Recruit, develop, support and retain quality educators who are committed to preparing students for college, career, and citizenship.