1. **Aligned Organizational Structure:** The elements of a tiered system exist at the division, school, and classroom levels and are compatible.
* **Leadership:** Getting a functional team together and helping schools to do the same.
* **Teaming:** Making sure the team is knowledgeable and fits with other teams.
* **Planning:** The team now aligns the work for implementation.
* **Communication:** The team communicates the work of implementation with each other and also with stakeholders.
* **Aligned Definitions of Multi-tiered Supports:** Establishing the data, practices, and systems across all three tiers.
* **Aligned and Effective Resources for Multi-Tiered Supports:** Operationalizing the multi-tiered system.
* **Professional Learning:** Integrating and aligning all professional learning based on need.
* **Coaching:** Developing coaching plans and processes to support data, practices, and systems.
1. **Data Informed Decision Making:** Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.
* **Data Systems:** Managing the collection and analysis of data effectively and efficiently at all levels.
* **Decision Making Process:** Using data driven decision making in a problem-solving process.
* **Meeting Structures for Data Informed Decision Making:** Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level.
1. **Evidence Based Practices:** Teaching and learning approaches proven to be effective through scientifically based studies.
* **Quality Core Instruction:** Providing and supporting a consistent message of what “good teaching” consists of in the division.
* **Aligned Instructional Interventions:** Providing and supporting selected interventions for students requiring supports at Tier 2 and Tier 3.
* **Continuum of Supports that is Culturally Responsive:** Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive.
1. **Family, School, and Community Partnerships:** The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.
* **Communication:** Adding families and communities as partners in implementation
* **Cultural and Linguistic Responsiveness:** Authentic Engagement
1. **Monitoring Student Progress:** Student performance is examined frequently, over time, to evaluate response to instruction and intervention.
* **Assessment Mapping for Student Growth**: Determining the varied assessments that measure student outcomes.
* **Screening Tools and Data**: The division decides screening tools and/or data to screen students.
* **Screening Process**: Universal screening is completed and part of the assessment process.
* **Progress Monitoring at Tier 1**: Evaluating effectiveness of Tier 1 instruction.
* **Progress Monitoring at Tier 2 and Tier 3**: Utilizing multiple measures to determine growth for students receiving supports in Tier 2 and Tier 3.
1. **Evaluation of Process:** The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps.
* **Outcome evaluation for problem solving:** Determine the impact of the practices and systems to adjust instruction, professional learning, and coaching.
* **Fidelity:** Evaluating the fidelity of implementation, instruction, and assessment.