## CSD Multi-Tiered System of Supports (MTSS) Framework

<table>
<thead>
<tr>
<th>MTSS Critical Components</th>
<th>High Quality Academic and Behavioral Instruction and Intervention</th>
<th>Data for Decision Making</th>
<th>Team-based Problem Solving</th>
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<tbody>
<tr>
<td>* Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student’s success.</td>
<td>* Evidence-based instruction and interventions are aligned with rigorous standards.</td>
<td>* CSD educators use data to guide instructional decisions, and allocate resources.</td>
<td>* CSD educators problem solve collaboratively to meet student needs.</td>
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<td>* Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status.</td>
<td>* CSD educators use assessments that are reliable, valid, and aligned to standards.</td>
<td>* CSD educators use data to measure student progress and implementation of system supports</td>
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<td>* Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.</td>
<td>* Leadership at all levels is vital.</td>
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<td>* ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes.</td>
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### Standards for Instruction

- Standards clarify what students are expected to learn.
- Standards are 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)

### Evidence-Based Instructional Priorities: ACADEMIC

- Planning, instructing, and assessing techniques are implemented to increase student engagement and learning.
- Teacher clarity (ES: 0.75)
- Explicit instruction (ES: 0.59)
- Instructional hierarchy (ES: 0.58)
- Systematic vocabulary (ES: 0.67)
- Structured classroom discussion (ES: 0.92)
- Maximizing opportunities to respond (OTR) (ES: 0.69)
- Scaffolding instruction & Grouping (SIG) (ES: 0.49)

### Evidence-Based Instructional Priorities: BEHAVIOR

- Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions.
- 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
- Feedback cycle (ES: 0.75)
- Systematic vocabulary (ES: 0.67)
- Structured classroom discussion (ES: 0.92)
- Positive teacher-student relationships (ES: 0.75)
- Active supervision (ES: 0.82)
- 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)

### Time Allocation for Instruction

- School culture ensures that instructional time is maximized to increase student growth.
- 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)

### Time Allocation for Intervention

- Annual setting of goals and documentation of progress (e.g. CSIP, LAND Trust, 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
- Formatted classroom and system protocols and checklists to monitor and support implementation

### Teacher and Team Learning Data

- Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback.
- 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

### Student Performance Data

- Student academic and behavioral performance is assessed using a variety of reliable and valid methods.
- CSD Assessment System:
  - Screening Assessments (ACADEMI, RI, MI)
  - Classroom Assessing
  - Team and School-wide Assessments
  - District-wide Standard-based Assessments
  - Comprehensive Assessments (e.g. RISE, ACT, ACT Aspire)
  - Specialized Assessments (WIDA, IDEA-eligibility assessments, Phonics Surveys)

### Teaming Structures

- 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.
- 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 needed

### Continuous Problem Solving for Improvement

- 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

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

Major Academic Commitments:

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.