### Integrated Model for School Culture Transformation

<table>
<thead>
<tr>
<th>MTSS Structure</th>
<th>TIER 1 Foundation</th>
<th>TIER 2 Foundation</th>
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**MTSS Structure**
- Instruction and Intervention
- Collective Inquiry and Administrative Engagement
- Data and Assessment
- Student and Family Agency
- Inclusive, Evidence-Based Practices

**TIER 1 Foundation**
- Proactive, Prosocial, and Preventative Universal Systems
- Future Ready Instruction and Timely Interventions
- Tier 1 Team
- Data Driven Decision Making

**TIER 2 Foundation**
- Targeted, evidence-based, small group Instruction and Interventions
- Short-term, rapid response
- Tier 2 Team
- Diagnostic used to assess need
- Progress Monitoring

**TIER 3 Foundation**
- Intensive, individual evidence-based Instruction and Interventions
- Long Term
- Tier 3 Team
- Progress Monitoring
- Interagency

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**Climate and Culture**
- **Climate**
  - Develop and adapt environments that support positive adult and student behavior.
  - Expectations defined and taught
  - Acknowledgement
  - Accountability
  - Data analysis

- **Restorative Practices**
  - Develop community and manage conflict and tensions by repairing harm and restoring relationships.
  - Affective questions and statements
  - Reflection – Think Sheet
  - Community-building Circles
  - Restorative Dialogue
  - Re-entry Conference

- **Social Emotional Learning + Mental Health**
  - Instructional practices and activities that facilitate learning, teach cognitive skills and coping strategies, and engender staff and student wellness.
  - Explicit teaching of SEL competencies
  - Social skills
  - SEL-based Instructional practices
  - Mindfulness
  - Staff Mindset and Wellness
  - Student Mindset and Wellness
  - Service Learning Projects
  - Peer Mentoring

- **Academic**
  - Core Curriculum, Instructional practices, Unit design, Interventions, Differentiated Instruction, Defined Time
  - Common core aligned scope and sequence
  - Comprehensive assessment system
  - UDL (differentiation in lesson design and delivery)
  - Models of Inclusive practices
  - First Best Instruction

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**A note about students with exceptional needs (including students receiving GATE services):**
Services provided through the individualized learning plans (i.e. 504 Plan, IEP) are in addition to (not in place of) services available to the student through the tiered system of support.
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<td>Pairing instruction and intervention for academic, social emotional, and behavioral learning standards and expectations to improve outcomes for ALL students.</td>
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- **Collective Inquiry and Administrative Engagement**
  - **Collective Inquiry:** The process by which all stakeholders build shared knowledge and learn together. Teams use communication loops and action planning to support the academic, social emotional, and behavioral learning standards and expectations.
  
  - **Administrative Engagement:** Site leaders create and foster an environment of shared vision, shared leadership, and facilitate district and site alignment of resources (human and material).

- **Data and Assessment:** Utilizing data-based decision making in a cycle of inquiry to inform instruction and intervention, improve outcomes, and identify students in need.

- **Student and Family Agency:** Intentionally creating authentic student, family, and community partnerships to engender a reciprocal process of communication, collaboration, and learning.

- **Inclusive, Evidence-Based Practices**
  - Implementing inclusive, research-based core curriculum, assessments and interventions with fidelity for all students.

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