



October 26, 2015
Title I
Implementation, Innovation, and
Sustainability Conference

Wisconsin RtI Center
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Sustainability:
Addressing components of a culturally
responsive multi-level system of support

Today's session will:

- Show how working on an integrated culturally responsive multi-level system of support framework enables schools to enact College and Career Readiness vision
- Help schools to identify strengths in system structures that can be leveraged to be more effective and efficient



Wisconsin RtI Center

Vision: All Wisconsin students will learn and be successful in life

Our **mission** is to build the capacity of Wisconsin districts and schools to develop and sustain a **culturally responsive multi-level system of support** to ensure success for all students.



Labeling & Defining the Work in Wisconsin

RtI = Response to Intervention (academics)
SW PBIS =Schoolwide Positive Behavior Intervention Supports
CRP -- Culturally Responsive Practices
MLSS/ MTSS = Multi level (tiered) system of support



Putting it all together in Wisconsin.....

RtI (reading/math) + PBIS + CR =

**Culturally Responsive
Multi-level System of Support**

Systematically providing equitable services and practices to all students based upon their responsiveness to effective instruction and intervention.



System Components and Features of a Culturally Responsive Multi-level System of Support



<http://www.wisconsinrticenter.org/assets/files/rti-guiding-doc.pdf>



System Components and Features of a **Culturally Responsive Multi-level System of Support**

Culturally Responsive

- Continuum of Supports
- Data Based Continuous Improvement
- Evidence-based Practices
- Family and Community Engagement
- Leadership
- Positive Culture
- Strong Universal Level of Support
- Systemic implementation

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IN ALL CONTENT AREAS
Behavior, math, reading

Wisconsin Graduates are
College and Career **READY**



ALL STUDENTS IN WISCONSIN GRADUATE FROM HIGH SCHOOL ACADEMICALLY PREPARED AND SOCIALLY AND EMOTIONALLY COMPETENT BY POSSESSING AND DEMONSTRATING...

Knowledge
Proficiency in academic content

Skills
Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

Habits
Behaviors such as perseverance, responsibility, adaptability, and leadership

These proficiencies and attributes come from rigorous, rich, and well-rounded public school experiences.



Wisconsin's vision for all students.

Implementing a Culturally Responsive Multi-Level System of Support enacts the vision of College and Career Readiness.

- **Knowledge- academic content**, successful student outcomes
- **Skills-** Critical Thinking, Communication, Collaboration, Creativity- **schoolwide and classroom -wide behavioral expectations**
- **Habits-** increasing the positive behavioral habits that lead to responsibility, perseverance, adaptability, and leadership



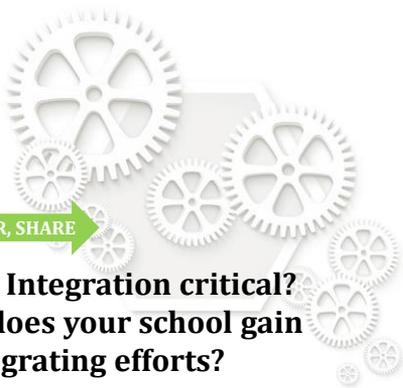
Franklin Elementary School Multi-Level System of Support

Franklin Elementary School



THINK, PAIR, SHARE

**Why is Integration critical?
What does your school gain
by integrating efforts?**



Key System Components

- Systemic Implementation
- Strong Universal Level of Support
- Leadership and Leadership Teams
- Family, Student and Community Engagement
- Evidence-based Practices
- Data-based Continuous Improvement
- Continuum of Support
- Positive Culture



KEY
System
Components



Systemic Implementation

Collaborative teams across all levels of the school and strategic alignment driven by a shared vision of success for all.



KEY
System
Components



Strong Universal Level of Support

Instruction, assessment and collaborative systems and practices which are accessible, effective, and reflective of all.



Table Time

Instructions:

- Review the component's Critical Features
- Use worksheet to reflect on your building(s):
 - To what extent are **all** of the features "in place" for **EACH** content area?
 - What is your local evidence?
 - To what extent are content areas aligned?
 - Are there siloed efforts that could be integrated?





Leadership and Leadership Teams

A representative team with responsibility to lead and oversee implementation of a culturally responsive multi-level system of support





Family/Student/Community Engagement

Families and community are active partners in achieving the goal of success for all.



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Evidence-based Practices

Use of programs, practices, and procedures with the best available evidence balanced with the fit to school’s population and values.





Data-based Continuous Improvement

Ongoing, reflective and collaborative analysis of data comparing current status to desired future along with a commitment to act.



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KEY
System
Components



Continuum of Supports

A range of system-wide instructional and collaborative practices of varying intensity, beginning with the universal level and continuing beyond, to address the needs of all.



KEY
System
Components



Positive Culture

A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety and success of every student.



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Report Out

- Where are your strengths?
- Where are your gaps?
- Tell us one strength you will leverage?



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