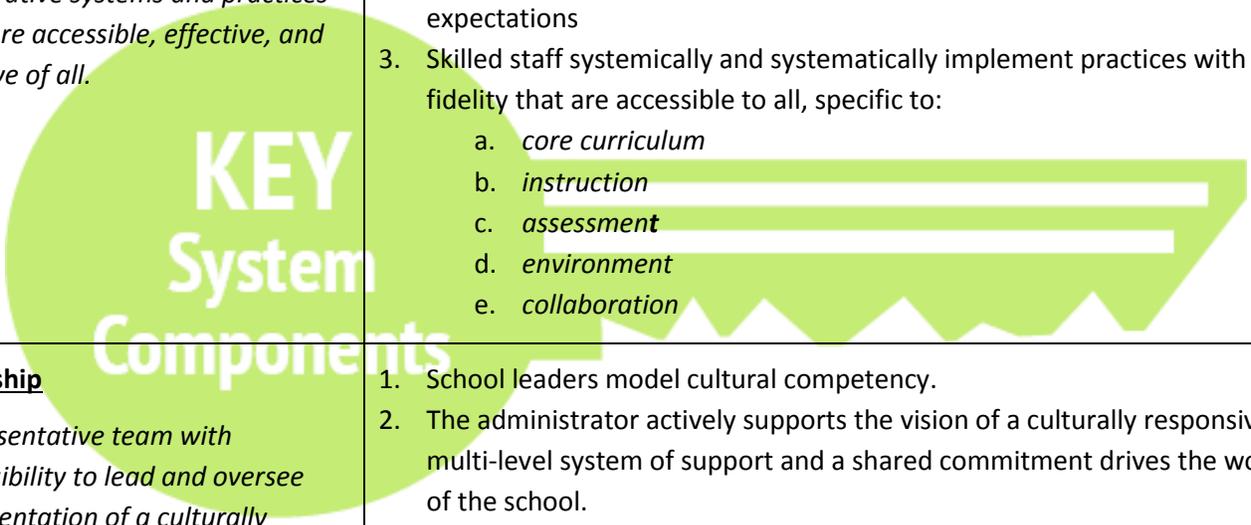


Culturally Responsive Multi-Level System of Support (RTI/PBIS)

Eight Implementation Components & their Critical Features: School Level

Components	Critical Features and Functions
<p><u>Systemic implementation</u></p> <p><i>Collaborative teams across all levels of the school and strategic alignment driven by a shared vision of success for all.</i></p>	<ol style="list-style-type: none"> 1. Policies, practices and resources are aligned to the shared vision of fully implementing and sustaining a culturally responsive multi-level system of support. 2. Staff is provided ongoing professional development, supports, and coaching around each component. 3. Clear responsibilities and collaborative structures are established to carry out, inform, and sustain implementation. 4. The structure and flow of information across internal and external groups empowers stakeholders to be heard, learn and support implementation.
<p><u>Strong Universal Level of Support</u></p> <p><i>Instruction, assessment and collaborative systems and practices which are accessible, effective, and reflective of all.</i></p>	<ol style="list-style-type: none"> 1. Universal classroom practices are culturally responsive to and reflect families and the community 2. The universal level is based on high standards and school-wide expectations 3. Skilled staff systemically and systematically implement practices with fidelity that are accessible to all, specific to: <ol style="list-style-type: none"> a. <i>core curriculum</i> b. <i>instruction</i> c. <i>assessment</i> d. <i>environment</i> e. <i>collaboration</i>
<p><u>Leadership</u></p> <p><i>A representative team with responsibility to lead and oversee implementation of a culturally responsive multi-level system of support.</i></p>	<ol style="list-style-type: none"> 1. School leaders model cultural competency. 2. The administrator actively supports the vision of a culturally responsive multi-level system of support and a shared commitment drives the work of the school. 3. Members of the leadership team represent multiple perspectives, with particular attention to providing a voice to underserved populations. 4. Implementation and outcome (impact) data drive the work of the leadership team. 5. The leadership team roles and responsibilities include: <ol style="list-style-type: none"> a. Determining needs and establishing goals b. Planning and coordinating implementation c. Communicating efforts and soliciting input from diverse stakeholders d. Identifying and supporting non-negotiable practices e. Action planning and progress monitoring for continuous improvement 6. Providing resources and coordinating support for staff



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<p><u>Family and Community Engagement</u></p> <p><i>Families and community are active partners in achieving the goal of success for all.</i></p>	<ol style="list-style-type: none"> 1. Families are intentionally and authentically included in culturally responsive decision making at the school and individual level. 2. The school enables ongoing authentic and meaningful participation, professional learning, and two-way communication with: <ol style="list-style-type: none"> a. Families b. Community member and agencies 3. Family engagement connects to student’s academic / social emotional learning.
<p><u>Evidence-based Practices</u></p> <p><i>Use of programs, practices, and procedures with the best available evidence balanced with the fit to the school’s population and values.</i></p>	<ol style="list-style-type: none"> 1. A process is in place to select, deliver, and revise curriculum, instruction and assessment based on: <ol style="list-style-type: none"> a. standards b. research c. student and family cultures d. local outcome data 2. The school is committed, through accountability and support, to the consistent use of culturally responsive, evidence based practices. 3. Students, families, and community are engaged in the selection and implementation of practices.
<p><u>Data Based Continuous Improvement</u></p> <p><i>Ongoing, reflective and collaborative analysis of data comparing current status to desired future along with a commitment to act.</i></p>	<ol style="list-style-type: none"> 1. A data-driven school culture is valued and grounded in a trusting and transparent environment. 2. The school has the capacity to use implementation and outcome data for improvement and equity at all levels. 3. The school has a system and process in place to collect and use multiple data sources. 4. Teams and individuals use a consistent, culturally competent process to make decisions at the systems, group and individual levels.
<p><u>Continuum of Supports</u></p> <p><i>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.</i></p>	<ol style="list-style-type: none"> 1. The range of supports for learners above and below benchmarks is proactive. 2. Additional supports, both at the system and individual level, are fluid in their delivery following data-based decisions. 3. The instructional environment at each level of support validates and honors the students’ experiences and acknowledges the diversity of identities. 4. At each level of support, the design and delivery of instruction use multiple means of access, assessment and engagement. 5. Collaborative structures engage staff, students, families and community in the implementation of the universal level and additional supports.

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<p><u>Positive Culture</u></p> <p><i>A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety and success of every student.</i></p>	<ol style="list-style-type: none">1. All stakeholders demonstrate an unwavering belief in each child to achieve success (excellence) and a shared commitment to the vision of success for all (equity).2. The school provides an environment where youth, staff and families feel physically, social-emotionally, intellectually, and culturally validated, safe and supported.3. School policies, decisions, and practices are equitable and developed from a strengths-based perspective.4. Staff, youth and families have positive relationships creating a strong sense of identity and belonging with the school.

