

# Key System Features of an Equitable Multi-Level System of Supports



## Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.



## High Quality Instruction

Curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.



## Strategic Use of Data

Ongoing, reflective, and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity.



## Collaboration

A systematic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.



## Family and Community Engagement

Families and communities are active partners and key collaborators in achieving the goal of success for every learner.



## Continuum of Supports

High quality instruction, collaboration, and strategic use of data of varying intensity equitably address the needs of every learner.



## Strong Universal Level of Support

Instruction, assessment, and collaborative systems and practices are accessible, effective, and reflective of every learner.



## Systemic Implementation

Programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.



## Strong Shared Leadership

Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.



## Positive Culture

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



## Evidence-Based Practices

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

