



## Instructional System - Implementing Curriculum

*The districts's academic and non-academic support matches individual student need.*

### PRACTICE 10

#### PREPARATION

*GETTING  
AWARE*

The district inventories its programs, practices, and resources for the areas of student learning and instructional support. District explores research on Multi-Tiered System of Supports (MTSS), a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.

*GETTING  
READY*

The district uses information from an inventory of practices and exemplary models for implementation of a Multi-Tiered System of Supports, such as the *MDE MTSS Practice Profile*, to identify where the district has strengths and capacity to support such practices, and where the district has gaps to fill. The district develops a plan for implementation of strategies that incorporates all grade levels and subject areas over time.

#### PROGRESS INDICATORS

*GETTING  
STARTED*

The district has a compliant Multi-Tiered System of Supports (MTSS) based upon individual student need for state required areas of study (i.e. early literacy).

*GETTING  
BETTER*

The district provides a Multi-Tiered System of Supports for mandated and additionally selected areas of academic and non-academic content and instruction.

*KEEP  
IMPROVING*

The district provides an effective Multi-Tiered System of Supports in all core academic and non-academic areas of instruction matched to individual student need. The system utilizes a range of diagnostic student assessments to identify intervention strategies and learning supports which includes mastery-level interventions for advanced learners.

*\*This practice is directly connected to Student Support System Practice 6. See that practice for added details.*

## RESEARCH REFERENCES FOR THIS PRACTICE:

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