

## District and School Leadership

- Communicates a mission and vision to all staff to ensure effective implementation of the framework
- Analyzes data to remove barriers across the district/school and to ensure equity among schools, grade-levels, classrooms, content areas, etc.
- Ensures that the sub-components of infrastructure are in place (schedules, resources, professional learning, teaming, etc.)
- Implements a problem-solving model to support effective district and school improvement
- Secures appropriate resources, data, and protocols for staff to effectively make data-based decisions
- Provides ongoing professional learning to support effective implementation of the framework

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## Professional Learning

- Provides professional learning that follows the professional learning coaching cycle
- Suggested professional learning may include the following:
  - Establishing a common understanding of Georgia's Tiered System of Supports for Students
  - Modules on each of the essential components
  - Mental Health
  - Effective Social-Emotional/Behavioral Supports
  - Data-based Decision-Making
  - Effective Tiers I , II and III supports
  - Effective Teaming
  - Cultural Linguistic Responsiveness
  - High Leverage Practices (HLPs)
  - Evidence-Based Practices/Interventions (EBPs/EBIs)
  - Effective Instructional Supports for Students with Disabilities, English Learners and Talented and Gifted Students

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## Family and Community Engagement

- Welcomes and effectively communicates with all families and the community
- Shares a description of the school's Georgia's Tiered System of Supports for Students essential components with families and the community
- Ensures there is a mechanism for updating families on the progress of their child who is receiving secondary or tertiary level interventions
- Supports student success by fostering effective collaboration
- Empowers families by providing professional learning opportunities to support effective decision-making regarding the progress of their child receiving interventions

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## Districts and Schools: Effective Teaming

- Forms diverse school and district level teams, with executive leadership representation
- Establishes a process that ensures that all stakeholders know their purpose and have a voice
- Uses a collaborative decision making process (discusses issues, generates and evaluates options, makes decisions, and develops a plan)
- Disaggregates and analyzes district and building level data
- Ensures structures and clear, written processes are in place to guide Data-based Decision Making
- Uses data to examine progress and make decisions or further adjustments, as needed
- Summarizes meetings and provides next steps to stakeholders (i.e. for divisions, departments, classroom or grade levels)

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