

## Essential Elements Matrix - Tier 1

School District: \_\_\_\_\_

School: \_\_\_\_\_

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>1. Universal screening of phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension, if applicable</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> the screening does not measure the same skills each time with exception of K-1; or <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (K-8) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring); <input type="checkbox"/> the screening measures the same skills each time with exception of K-1; <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures
<b>2. Universal screening of counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning, if applicable</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> the screening does not measure the same skills each time with exception of K-1; or <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (K-8) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring); <input type="checkbox"/> the screening measures the same skill) each time with exception of K-1; <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures
<b>3. Universal screening for students who will be/are taking Algebra I, Biology I, U.S. History, and English II</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (9-12) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring, or within a block schedule); <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures

<b>Element</b>	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Evidence Source</b>
<b>4. Universal screening of behavior</b>	<p>___ Conducts screening of some students;</p> <p>___ using the same measure;</p> <p>___ fewer than 3 times per year; or</p> <p>___ not at equal intervals; and</p> <p>___ implements without integrity</p>	<p>___ Conducts screening of all students (K–12);</p> <p>___ using the same measure;</p> <p>___ 3–4 times per year;</p> <p>___ at approximate equal intervals (i.e., fall, winter, spring); and</p> <p>___ implements with integrity</p>	N/A	<p>Student’s screening results may include, but are not limited to:</p> <p>___ Office Discipline Referrals (ODR);</p> <p>___ Systematic Screening for Behavior Disorders (SSBD);</p> <p>___ behavior rating scales; or</p> <p>___ teachers’ nomination</p>
<b>5. Instructional delivery supported by scientifically based research (SBR)</b>	<p>___ Classroom observation demonstrates less than high quality classroom instruction at a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.</p>	<p>___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.</p>	<p>___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.</p>	<p>___ Ratings on Classroom Observation Form or district/school form</p>
<b>6. Differentiated instruction</b>	<p>___ Classroom observation demonstrates less than high quality classroom instruction at a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.</p>	<p>___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.</p>	<p>___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.</p>	<p>___ Ratings on Classroom Observation Form or district/school form</p>
<b>7. Curricula and</b>	___ The district’s instructional	All of the following show evidence	___ In addition to	___ Instructional management

<b>Element</b>	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Evidence Source</b>
<b>instructional materials aligned to state standards</b>	management plan, teacher lesson plans, and teacher interviews do not show evidence that the school is implementing curricula and instructional materials that are aligned to the state standards.	that the school is implementing curricula and instructional materials that are aligned to the state standards: ___ district’s instructional management plan; ___ teacher lesson plans; and ___ teacher interviews.	meeting all the “meets” criteria items, the individual school demonstrates use of curriculum mapping.	plan; ___ teacher lesson plans; ___ teacher interviews; and ___ curriculum mapping.
<b>8. Classroom and behavior management</b>	___ Classroom observation demonstrates less than high quality classroom instruction with a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.	___ Ratings on Classroom Observation Form or district/school form
<b>9. System of behavioral support (school and district level)</b>	School-wide behavior support plan: ___ does not exist; ___ does not address the components of positive behavior support; and ___ is based solely on punitive responses to behavior (i.e. code of conduct and discipline ladders).	___ School-wide behavior support plan that addresses the components of positive behavior support	___ Evidence of full implementation of Positive Behavior Intervention and Support (PBIS) or comparable models at the school and district levels	Evidence sources include, but are not limited to: ___ evidence of data-based professional development; ___ department meetings; and ___ collaborative team meetings (not Teacher Support Team); and ___ School Evaluation Tool (SET). <i>Note: Source should contain evidence of a well-defined PBIS system.</i>
<b>10. Instructional leadership</b>	District/school improvement plan: ___ does not connect with	District/school improvement plan: ___ connects with professional	N/A	School improvement plan includes documentation of:

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	<p>professional development that exhibits growth, knowledge, and fidelity towards implementation; ___ does not address areas of needs/concerns; ___ based on data (i.e., state test scores, subject area assessment scores, discipline data, test data); ___ does not demonstrate a correlation of allocation of resources to the needs; and ___ does not provide data to support evidence of progress; and ___ absence of data supporting annual improvement plan</p>	<p>development that exhibits growth, knowledge, and fidelity towards implementation; ___ does provide data to support evidence of progress; ___ data supports annual improvement plan; ___ addresses areas of needs/concerns based on data (i.e., state test scores, and subject area assessment scores, discipline data, test data); and ___ demonstrates a direct correlation of allocation of resources to the needs</p>		<p>___ teacher professionalism (e.g., evaluation; observations; ongoing systematic professional development; parent notes and letters); ___ allocation of resources (staff, time, and materials); support for screening; assessment; and interventions (e.g., expenditure reports, teaching allocation units).</p>
<p><b>11. System of instructional support</b></p>	<p>Instructional management plan does not include: ___ data-driven professional development; ___ all elements necessary for implementation; ___ evidence of formative observations to improve instructional practices; and ___ summative observations to improve instructional practices.</p>	<p>Instructional management plan does include: ___ data-driven professional development; ___ all elements necessary for implementation; ___ evidence of formative observations to improve instructional practices; and ___ summative observations to improve instructional practices.</p>	<p>___ All criteria in “meets” category is established. ___ Professional development is based on National Staff Development Council (NSDC) standards. ___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.</p>	<p>Evidence sources include, but are not limited to: ___ mentoring program; ___ peer planning; ___ evidence of data-based professional development; ___ department meetings; ___ peer coaching team meetings; ___ collaborative team meetings (not Teacher Support Team); ___ documentation of formative and summative observations; ___ instructional management plan; and ___ Reading Sufficiency Plan.</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>12. System of classroom observations to determine integrity of implementation</b>	A system is not in place to ensure that: ___all classrooms are observed, and ___less than 3–4 times a year to ensure integrity of implementation or ___at equal intervals.	A system is in place to ensure that ___all classrooms are observed, and ___3–4 times a year to ensure integrity of implementation and ___at equal intervals.	A system is in place to ensure that ___all classrooms are observed ___more than 3–4 times a year to ensure integrity of implementation.	___Teacher observation forms are on file in schools; ___Teacher interviews are conducted; and ___Documentation that feedback sessions are conducted
<b>13. Follow-up procedures in place for instructional staff who have not met minimal instructional and behavioral criteria</b>	___Follow-up procedures are not in place or do not address the needs of instructional staff who have not met minimal criteria.	___Follow-up procedures are in place that include feedback to instructional staff members that address the following: ___a scheduled conference; ___written information about problematic key features of the checklist; ___a plan for improvement; and ___follow-up teacher observations demonstrating implementation.	___Follow-up procedures are in place that include feedback to instructional staff members that address all of the following: ___a scheduled conference; ___written information about problematic key features of the checklist; ___a plan for improvement; and ___opportunities to observe exemplary implementation with fidelity.	___Written documentation of actions taken; ___Individual Tier 1 Action Plans for identified teachers; ___Teacher feedback; and/or ___Follow-up teacher observations demonstrating implementation
<b>14. Parental/family and community involvement</b>	School improvement plan does not include: ___parental involvement component based on measures of	School improvement plan includes: ___parental involvement component linked to ___student achievement;	School improvement plan includes: ___parental involvement component	School improvement plan includes: ___measure (reliable and valid) of parental/family

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	parental/family involvement; ___ student achievement; ___ behavior achievement; ___ performance data (state testing); and ___ discipline data (Office Discipline Referrals [ODRs], Systematic Screening for Behavior Disorders [SSBD], teacher referral, and achievement screening)	___ behavior achievement; ___ performance data (state testing); and ___ discipline data (ODRs, SSBD, teacher referral, and achievement screening)	that exhibits opportunities for family learning and development in supporting improved student performance; non-academic activities/gatherings for families; multiple avenues to communicate with parents; ___ measures of parental participation/ involvement are used to make changes in the plan; ___ parental/community involvement in PBIS efforts that results in increases in measures of implementation and results.	involvement assessment collected at least once a year; ___ evidence-based parental involvement component that supports improved student achievement (e.g., notes sent home, tutoring, Parent Teacher Association, homework center, intervention at family level; parent meeting sign-in sheet; school adopters); ___ opportunities for family learning and development (e.g., good nutrition); ___ non-academic activities/gatherings for families; ___ multiple avenues to communicate with parents (e.g., Web site updates, newsletter, homework hotline; teacher web pages; email); ___ use of parental/family involvement measures to refine school improvement plan; and ___ parental/community involvement in PBIS efforts.