

How SLOs Support the Four Fundamentals

SLOs embody these fundamentals through a focused approach to standards, quality instruction, and effective support. SLOs are more than a few activities at the beginning and end of a school year, involving high quality practice in the day-to-day expectations of teaching and learning in the district.

At a general level, SLOs are:

- Aligned to the Nevada Academic Content Standards (NVACS)
- Focused on proven instructional strategies to convey essential standards
- Developed collaboratively in teams of educational professionals
- Crafted by looking at student needs with a focus on college and career readiness
- Inclusive of strategies that promote a positive climate for student engagement
- Evidence sources to monitor students' progress in their learning

The following pages contain more granular connections to the specific expectations of the four fundamentals and how SLOs help realize the expectations in the field.

 **Fundamental I: Core Curriculum and Instruction**

 **Fundamental II: Inclusive Practice**

 **Fundamental III: Climate and Engagement**

 **Fundamental IV: Multi-Tiered System of Support**

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Fundamental I: Core Curriculum and Instruction

Position Statement: All students are provided Tier I core instruction as aligned to the Nevada Academic Content Standards (NVACS).

Expectations	How SLOs Help Realize the Expectations
The Core Actions are evident in planning throughout the PLC process and observable in instruction. Schools use primary and supplementary curricular materials, horizontally and vertically articulated, and document.	SLOs help structure PLC conversations to align instruction both horizontally across grade-levels and departments and vertically through the instruction toward and assessment of pivotal content standards.
ALL intervention time is scheduled outside Tier I core instruction periods.	With SLOs requiring grade-level standards for ALL students, the required amount of Tier I instruction must take place to meet SLO targets.
Students receiving intervention are provided equitable access/opportunities for non-core and elective instruction with the collaboration of families in these instructional decisions.	SLOs are crafted for core as well as non-core and elective instruction, ensuring academic growth of students in all areas is monitored.
School leaders monitor and support the improvement of culturally responsive practices of teachers to ensure student success.	SLOs require teachers to know their students and create effective learning environments to realize student success.
Families are critical partners in core instruction.	

Fundamental II: Inclusive Practice

Position Statement: Through collaboration among general education, special education, and ELL staff, ALL students will be provided Tier I core instruction in the general education classroom environment.

Expectations	How SLOs Help Realize the Expectations
ALL instructional staff embrace and demonstrate ownership for ALL students.	Class SLOs call for the inclusion of a full classroom of all students for all teachers, regardless of any specialized placement.
All resource teachers (special education, ELL, GATE, etc.) are included in PLCs and unit/lesson planning.	All resource teachers are included in the SLO process.
All students are held to grade level expectations and beyond. These expectations are communicated to families in family friendly jargon-free language.	SLO expectations are based on course-approved standards, with expectations for grade-level standards growth for all students. Expectations and student growth can be shared with families.
Scaffolding is a key component of differentiated classrooms.	Teachers must craft a plan for differentiation as a part of their SLO.
All staff participate in professional learning to develop crucial cultural competency to enhance understandings and practices with diverse students and families.	SLOs require teachers to know their students and create effective learning environments to realize student success.

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Time is reserved in each teacher’s schedule for collaborative planning that enhances inclusive practice.	SLOs promote collaboration among all staff that are stakeholders in a student’s learning trajectory.
Student centered scheduling is in place and monitored.	SLOs are based on course-approved standards. SLO learning data may highlight the need for placement within or movement to a particular course based on student need.

Fundamental III: Climate and Engagement

Position Statement: School staff use relevant student behavior and school climate data (race/ethnicity, student behavior, student access, family engagement, school climate, academic achievement) and effective practices when making decisions to optimize the learning environment to ensure student success.

Expectations	How SLOs Help Realize the Expectations
Positive relationships are built with ALL students and families.	Teacher-student rapport is a direct factor in SLO success. Teachers must know their students and connect with them to realize student academic growth.
Knowledge of student backgrounds and interests as well as relationships with families drives positive engagement strategies and relevance of class work and homework assignments.	SLOs evidence how teachers’ knowledge of students’ abilities and needs drives instructional strategies for content standards access.
Schools honor and recognize students’ and families’ funds of knowledge by creating welcoming inviting cultures, giving voice, and connecting family engagement to student learning.	
Administration and teachers, through the PLC and collaborative structures, will explore disproportionality and associations between relevant indicators and student success.	SLOs work best when developed and monitored through a PLC process to leverage collaboration and address factors hindering student success.
Reinforcing positive behavior is exhausted before the use of office referrals and other disciplinary strategies that limit access to instruction.	
Schools implement PBIS and SEL framework, and monitor effectiveness through MTSS process.	SLOs help to integrate initiatives. Teachers can incorporate initiatives and initiative-based standards in their SLO.
Schools track and monitor student behavior data through IC.	
Teachers intentionally work toward developing common cultural connections around language for more effective	In an SLO process teachers collaborate to discuss the most effective strategies for maximizing student learning based on

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instructional and learning opportunities in and outside of the classroom.	students' abilities and needs as well as course content.
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Fundamental IV: Multi-Tiered System of Support

Position Statement: ALL students are provided Tier I core instruction in the general education classroom environment and their individual needs are addressed through collaboration between general education staff, special education staff, and ELL staff and families.

Expectations	How SLOs Help Realize the Expectations
The MTSS process aligns with PLCs and school leadership team functions.	The MTSS process allows for the monitoring and effective teaching and learning, as do SLOs.
The ICEL model is used in the MTSS referral process: instruction, curriculum, and learning environment are ruled out as "causal" factors before attributions to learners requiring interventions are made.	SLOs require teachers to be specific, intentional and reflective about instruction, curriculum and the learning environment.
Using local and district measures, explicit connections are made between academic and behavioral indicators to monitor effectiveness of core instruction and interventions, including student responsiveness to core instructional practice and intervention as necessary.	SLOs provide a supporting method for monitoring student progress achieved through instruction and intervention. Multiple measures of student learning data are encouraged through an SLO process both during development and implementation.
Functioning PLCs and MTSS teams meet on a regular basis to review student outcomes and determine needed supports.	SLO data provide a key reference point for PLCs and MTSS teams to analyze to determine the effectiveness of instruction and interventions.
Documentation of student interventions and outcomes are maintained in the MTSS tab of IC.	Evidence for documentation can be accessed through student growth data on an SLO.
A special education referral is only considered after interventions at all tiers have been implemented with fidelity and student outcomes are insufficient. (MTSS is the evaluation strategy for determining specific learning disability.)	SLOs require a method of differentiation for all students and a data point for student outcomes. MTSS can help determine how a student is progressing and whether the method for differentiation and intervention is successful.
Families are a critical partner in the MTSS process and schools actively engage families in problem solving, outreach to underrepresented families and partner with families to build their capacity to support their children's learning.	