



## Virginia Tiered Systems of Supports IMPLEMENTATION MATRIX for Divisions

### 1. Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are compatible.

Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
<b>Leadership</b>	Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. funding, resource allocation, IT support, positions, etc.)	The DLT members are representative of the division and together with the superintendent assign knowledgeable coordinator(s) with adequate time for role. Coordinator(s) uses knowledge of VTSS to make recommendations to the team.	The DIT meets in person monthly (during the school year) or more frequently depending on amount of work  Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)  Process is in place for absent team members to receive updates shortly following the meeting  Team documents and completes assignments outlined on an action plan within designated timelines	The DLT team process is a way of work in the division. Division teams supports school teams to mirror their process with evidence of follow up on action items	DCA: 1, 2, 3, 4, 17, 20  TFI: 1.1 and 1.2
	The DLT begins to organize	The DLT ensures that	Division	The DLT establishes a	DCA 10,17,

<b>Teaming</b>	current internal and external teaming structures to align team outcomes, personnel, and material resources. (Working Smarter) The DLT analyzes current teaming structures for duplication of effort and eliminates where possible.	all team members have knowledge of VTSS and have the needed skills to complete the roles and responsibilities of the team. Teams have identified a scope of work and intended outcomes. Communication loops across teams and tiers are established. DLT supports schools with the development of a parallel infrastructure.	communication loops across teams and tiers are functioning efficiently. DLT supports schools with efficient and effective communication loops.	process to revise teaming structures as necessary and appropriate in response to the current realities (e.g., population fluctuations, budgetary influences, changes in outcome data, changes in personnel) of the school division community	20
<b>Planning</b>	The DLT aligns VTSS with strategic plans, school improvement plans and other corrective action plans as necessary (i.e. OCR, RDA, etc.) and examines internal barriers and system capacity in order to better support schools. Division allocates stable funding for VTSS.	The DLT creates and monitors an implementation plan that incorporates and aligns actions from various 'improvement' plans and supports capacity building at the division level. DLT uses a consistent process to select early adopter schools or demonstration sites for VTSS implementation.	The DLT develops building teams and supports the work of the building team to align with school improvement and/or strategic plans.	The DLT members utilize a process for continuously strengthening staff skills and building capacity within the schools and division	DCA 6, 7, 8, 9, 11, 17, 18, 21, 22

<b>Communication</b>	<p>The DLT reviews current division communication plans and explores a means to develop a communication plan for VTSS and/or integrate the language of VTSS implementation into existing communication plans.</p>	<p>The DLT develops a communication plan for VTSS. The plan is written and accessible to all staff.</p> <p>The plan includes all of the following components:</p> <ul style="list-style-type: none"> <li>• List of stakeholder groups identified in the district's organizational chart (e.g., outside agencies, families)</li> <li>• Type of information to share and receive from identified stakeholders</li> <li>• Who is responsible for communication with each group</li> <li>• Frequency and methods of communication</li> <li>• Plan to evaluate communication method and data at least annually</li> </ul>	<p>The DLT utilizes the documented communication plan to report implementation processes and progress. The report includes at least five of the following seven types of information:</p> <ul style="list-style-type: none"> <li>• Number of schools across the district working to implement VTSS</li> <li>• Each school's stage of implementation</li> <li>• Internal capacity to develop structures to support the VTSS (leadership, organization, competency)</li> <li>• Fidelity of implementation for VTSS</li> <li>• Impact of VTSS on student outcomes</li> <li>• Stakeholder information (e.g., survey data from staff and parents) about implementation of VTSS</li> </ul>	<p>The DLT utilizes a communication plan to report policy relevant information (with feedback loops) for all stakeholders including the school board</p> <p>Stakeholders report the communication plan has been effective</p>	DCA: 4, 10, 12, 16 TFI: 1.11 AE 2.5
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			<ul style="list-style-type: none"> <li>Upcoming work to scale-up VTSS and continue improving</li> </ul> <p>At minimum twice a year</p>		
<b>Tier Definition and Intervention Planning</b>	The DLT begins to inventory all innovations for efficiency, efficacy and potential gaps.	The DLT completes a needs assessment in conjunction with the initial inventory and begins action planning to address the needs of the framework (e.g. missing data system, lack of mental health providers)	The DLT communicates the three tier framework and guides schools in their development of resources that is aligned with the division framework of data, systems, and practices	The DLT has a plan to continuously strengthen staff skills, secure training and coaching and provide continuous feedback in the implementation of three-tiered framework at the building level.	DCA: 6, 21,22, 24
	The DLT begins to organize data, systems, and practices/initiatives/programs that are in place to support efficient implementation of the three-tiered framework for academics, behavior and mental health	The DLT outlines the data, systems, and practice features of all accepted initiatives and establishes how they link	The DLT creates and communicates an explicit document of aligned initiatives	The DLT maintains and regularly reviews initiatives for selective abandonment or renewal	DCA 6
	The DLT explores options for organization around providing evidence based interventions, including schedules, resources, desired group size and need for professional development	The DLT develops a guidance document describing appropriate group size, time allotment, staff training, fidelity measures, decision-making rules	The DLT provides support for school teams in creating the organization around providing interventions	The DLT monitors the organizational structure of schools for providing interventions and the impact on student outcomes	DCA 8, 9  AE 1.3, AE 2.1, 2.7, 3.3  TFI 2.5, 2.6, 2.7, 2.8, 2.9, 3.13

<b>2. Data Informed Decision Making: Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.</b>					
Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
<i>Data Systems</i>	<p>The DLT explores and adopts a data system(s) that allows access to data around multiple measures of academic, social/behavior data in real time. All of the following data are accessible for the DLT to analyze:</p> <ul style="list-style-type: none"> <li>• Fidelity data (e.g. TFI)</li> <li>• Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data)</li> <li>• Capacity data (e.g., DCA)</li> <li>• Scale up data</li> </ul>	<p>The DLT trains staff at the division and building level on the required data system components. This includes:</p> <p>documenting (entering) student-level outcome data in a timely manner, generating reports from data, access to instructional decisions (changes in interventions), representing data graphically. Data should include multiple domains.</p>	<p>The DLT monitors the effectiveness of the data collection process at the division and building level</p>	<p>The DLT maintains a process to ensure fidelity of usage and evaluation of the effectiveness of the data systems</p>	DCA 14, 15, 19  AE 1.6, 1.13, 1.14  TFI 1.12, 1.13, 1.14
<i>Decision Making Process</i>	<p>The DLT explores current and proposed methods for structured problem solving.</p> <p>The DLT adopts a clear process for data informed decision making with a focus on teaching and learning using integrated data sources.</p>	<p>The DLT provides professional learning and coaching to division and building level teams around the decision making process.</p>	<p>A specific decision making process is used with fidelity</p> <p>All data are used in the following ways:</p> <ul style="list-style-type: none"> <li>• Fidelity data are analyzed to improve implementation</li> </ul>	<p>DLT monitors the fidelity of the decision making process and provides professional learning/coaching as needed</p>	DCA 11,15, 19  TFI 1.13

			<p>supports (e.g., selection, training, coaching supports to ensure VTSS is being implemented as intended)</p> <ul style="list-style-type: none"> <li>• Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact VTSS is having on student outcomes</li> <li>• Capacity data for VTSS is used to enhance leadership, organizational or competency supports</li> <li>• Scale-up data are used to create differentiated plans for schools based on their current stage of implementation</li> </ul>		
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### **3. Evidence Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies.**

Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
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<b><i>Cultural and Linguistic Responsiveness</i></b>	<p>The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments</p>	<p>The DLT reviews evidence based school materials with stakeholder input and makes purchases and/or withdraws programs</p> <p>*Selection tool prompts analysis for cultural context</p>	<p>The DLT maintains an inventory of EBPs and materials in a continuum of supports</p>	<p>The DLT asks for evidence of fidelity of implementation of EBPs and analyzes outcomes for all subgroups and value to division</p>	DCA 6, 13, AE 1.3
	<p>The DLT plans training and ongoing coaching for commitment and utilization of evidence based practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula</p>	<p>The DLT ensures staff can articulate information and factors to consider when utilizing culturally and linguistically relevant practices, programs, and assessments</p>	<p>The DLT supports staff through training and coaching in implementation with fidelity of, culturally and linguistically responsive practices, programs, and assessments at all three tiers</p>	<p>The DLT assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division</p>	
<b><i>Fidelity Practices</i></b>	<p>The DLT gathers data on any existing fidelity tools and how they are utilized in the division.</p>	<p>Fidelity tools are selected for EBPs. DLT provides training and coaching on the use of fidelity tools.</p>	<p>Fidelity tools are utilized to monitor implementation of practices. Use fidelity data to identify additional professional learning/coaching needs</p>	<p>DLT collaborates with schools to evaluate fidelity of implementation of EBPs</p>	DCA 13, 21, 22, 24  AE 1.4A, 1.14
<b><i>Quality Instruction (Resource Mapping)</i></b>	<p>Division assigns roles and responsibilities for communication of EBPs clarified, including common vocabulary</p>	<p>Plan is in place for partnership buy-in of EBPs</p>	<p>Plan is in place for informing decision makers about outcomes of EBPs</p>	<p>Partners are made aware of EBPs and outcomes and existing funding streams support EBPs while exploring new</p>	DCA 10, 12, 16  TFI 1.10, 1.11  AE 1.3, 1.11

				funding	
	<p>DLT explores and determines expectations for quality lesson design and delivery at meet the curriculum standards and completes resource map</p> <p>*Selection Tool</p>	DLT documents the expectations for quality instruction at all three tiers	DLT develops a process to train and coach quality instruction	DLT develops a process for an ongoing review of the delivery of the instructional expectations with an iterative process of coaching areas of need	DCA 20, 22, 23, 26  TFI 1.4, 1.7, 1.8  AE 1.3, 1.4, 1.7B, 1.8
<b>Instructional Interventions</b>	DLT reviews and selects interventions for advanced tiers (tiers 2 and 3) which align with core and provide an appropriate level of intensity	DLT collaborates with stakeholders to review level 2 and 3 interventions and finalize decisions about selection and training of a limited number of specific interventions at tiers 2 and 3	DLT develops a guidance document outlining instructional expectations at all tiers and including a menu a continuum of supports of authorized interventions including fidelity tools	DLT conducts an ongoing review of interventions to ascertain impact on student skills in all subgroup areas	DCA: 6  TFI 2.6, 2.10, 2.11, 2.12, 3.16, 3.17  AE 2.11, 3.7, 3.15

#### **4. Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.**

Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
<b>Communication</b>	DLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation	DLT outlines and communicates a framework and plan to facilitate family, school, and community partnerships	DLT provides support and guidance to schools to facilitate family and community partnerships	DLT monitors to integrate the framework into the division communication plan ensure and adjust the fidelity of partnership structures and communication loops	DCA 10, 12, 22  TFI 1.11  AE 1.11, 2.5

				at least annually	
<b>Cultural and Linguistic Responsiveness</b>	DLT researches the family groups represented in the community as well as all community providers	DLT examines existing practices to determine which family or provider groups are/ are not represented	DLT provides and documents opportunities for authentic engagement among families and community providers	DLT monitors division and school practices for authentic engagement	TFI 1.11, 1.4 AE 1.3

**5. Monitoring Student Progress: Student performance is examined frequently, over time, to evaluate response to instruction and intervention.**

Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
<b>Screening</b>	DLT explores reliable screening tools for academic, social/ behavioral practices	DLT identifies and selects reliable screening tools for academic, social/ behavioral practices and commits resources to screening	DLT determines that screening tools are reliable with correlations between the instrument and valued outcomes	DLT works with schools to ensure that all staff are competent in using and understanding the screening tools	DCA 14  TFI 1.13, 2.3, 3.3  AE 1.12
	DLT explores a process for screening all students for academic, social behavior strengths and needs	DLT maps out the screening schedule for schools	DLT ensures that schools carry out the screening process with fidelity	DLT verifies the cut scores, decision rules, and risk factors pertaining to screening results and continually revisits the assessment tools and schedule	DCA 14  TFI 1.13, 2.3  AE 1.12, 4.14
<b>Progress Monitoring</b>	DLT explores progress monitoring tools for academic and social behavior that are reliable, inform instruction, and reflect the curricula	DLT identifies and select progress monitoring tools for academic/social behavior that are reliable, inform instruction, and reflect the curricula	DLT commits resources for implementing progress monitoring using verified tools	DLT ensures that progress monitoring data is reliable and consistent with outcomes and continually revisits the monitoring tools and schedule	TFI 1.8, 2.10, 2.11  AE 1.5, 1.9, 2.6, 2.6, 2.7, 3.3, 3.4

	DLT explores and defines the conditions to progress monitor for academic, social behavior at each tier	DLT determines the frequency schedule for the division for progress monitoring at each tier	DLT ensures that procedures are in place for fidelity of assessment	DLT ensures that growth rates and cut scores are defined and sufficient and continually evaluates the progress monitoring schedule and outcomes with other valued outcomes to determine consistency and efficacy	DCA: 14  TFI: 1.13, 2.10, 2.11, 3.15  AE: 1.5, 1.6, 2.6, 2.11, 3.4, 3.15
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**6. Evaluation of Process: The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps.**

Features	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Alignment
<i><b>Outcome Evaluation for Problem Solving</b></i>	DLT researches and identifies evaluation components for evaluating the effectiveness of VTSS implementation across the division	DLT establishes a plan to monitor short and long-term goals for VTSS	DLT implements monitoring plan and collection of fidelity and outcome data	DLT monitors the plans and uses the data to impact plans for coaching and professional learning	DCA: 8, 11, 18, 21  TFI: 1.15, 2.13, 3.17  AE: 1.15
<i><b>Fidelity</b></i>	DLT research and adopt procedures to monitor the fidelity of implementation of the curriculum at all tiers as well as the monitoring of processes for administering and analyzing assessments.	DLT communicates procedures to monitor the fidelity of implementation of the curriculum at all tiers as well as the monitoring of processes for administering and analyzing assessments.	DLT support staff to utilize procedures to monitor the fidelity of implementation of the curriculum at all tiers as well as the monitoring of processes for administering and analyzing assessments.	DLT evaluates and monitors fidelity measures as defined and make changes based on review data.	DCA: 13, 15  TFI: 1.14, 2.12,  AE: 1.14

<b>Professional Learning</b>	DLT reviews plans and alignment of professional learning content applicable for all stakeholders	DLT secures and schedules professional learning for VTSS (data, systems, practices) and determines a measure for effectiveness of the professional learning	DLT reviews professional learning effectiveness data for revision, improvement, and the need for additional support	DLT ensures and monitors an integrated professional learning plan	DCA: 20, 21, 22, 23, 26 TFI: 1.7 AE 1.7A, 1.7B
<b>Coaching</b>	DLT determines coaching skills and needs for selection of internal coaches, evaluates existing roles for coaching, and develops an aligned coaching plan	DLT selects coaches, modifies job descriptions to include coaching time and responsibilities, and determines a measure of coaching effectiveness	DLT provides feedback to coaches based on areas of need and evidence of coaching effectiveness	DLT continually monitors coaching plan with fidelity and outcome data and addresses turn over as needed	DCA: 20, 24, 25, 26 TFI: 1.1