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

## Feature 1.F Aligned and Effective Resources for Multi-Tiered Supports (Operationalizing the multi-tiered system)

Phase of Implementation (check one)

* Exploration: The DLT explores options for organization around providing evidence-based interventions, including schedules, resources, desired group size, and need for professional development.
* Installation: The DLT develops a guidance document describing appropriate group time, time allotment, staff training, fidelity measures, and decision rules to ensure efficient and effective allocation. Fidelity measures are defined.
* Initial Implementation: The DLT provides support for school teams in creating the organization around providing interventions stated specifically in the continuum of supports. Fidelity measures are used to ensure integrity of implementation.
* Full Implementation: The DLT collaborates with the SLT to measure impact on students’ outcomes and evaluate the efficacy of the instruction/intervention at universal and advanced tiers. Resources are allocated strategically to mitigate potential or existing inequities.

## Evaluation Measure/Evidence

DCA 17: Building Implementation Teams (BITs) are developed and functioning to support implementation of VTSS

Buildings are able to score a 2 on TFI: 1.9,1.3, 1.14, 2.5, 2.6, 2.7. 2.8, 3.5, 3.11, 3.13

Buildings are able to fully implement A-TFI 1.3, 1.14 1.7C 1.9, 1.14, 2.4, 2.8, 3.7 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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# Action Plan #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

## Feature 2.B Decision Making Process (Using Data-Informed Decision Making in a Problem-Solving Process)

Phase of Implementation (check one)

* Exploration: The DLT explores current and proposed methods for structured problem solving. The DLT adopts a clear process for data-informed decision making and a format for meetings with a focus on teaching and learning using integrated data sources.
* Installation: The adopted decision-making process includes actions to interrupt potential bias that may occur during decision making. The DLT provides learning and coaching to division and building level teams around the decision making process.
* Initial Implementation: A decision making process is used with fidelity and data are used as follows: fidelity data (to improve implementation), student outcome data (impact of VTSS on student outcomes), capacity data (to enhance organizational capacity supports).
* Full Implementation: The DLT analyzes fidelity and outcome data and adjusts implementation and professional learning/coaching based on the data. The DLT utilizes scale-up data to create implementation plans for schools based on stages of implementation.

## Evaluation Measure/Evidence:

DCA 15: DIT has a process for using data for decision making

DCA 19: DIT support BITs using data for decision making

DCA 22: DIT secures training on VTSS for all division/school personnel and stakeholders

DCA 23: DIT uses training effectiveness data

DCA 25: DIT uses coaching effectiveness data

Buildings are able to score a 2 on TFI: 1.13, 1.14, 2.11,2.12, 3.14, 3.15

Buildings are able to fully implement A-TFI 1.13

Other

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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## Feature 2.C Meeting Structures for Data-Informed Decision Making (Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level)

Phase of Implementation (check one)

* Exploration: The DLT explores current and proposed structures for organizing meetings around data-informed decision making to include primary sources of data utilized within the meetings and proposed outcomes of meeting (i.e. examination of core instruction, matching student outcomes to instruction and/or intervention, etc.).
* Installation: The DLT provides a structure for meetings at both the division and building level inclusive of specific outcomes, accountability, communication, and alignment between meeting structures (i.e. outline of how/when teams refer students for consideration by the advanced tiers teams, etc.).
* Initial Implementation: The DLT uses and coaches the meeting structures and secures the differentiated plans and schedules for each building.
* Full Implementation: The DLT collaborates with the BIT to determine the fidelity and effectiveness of the meeting structures and provides professional learning/coaching as needed.

## Evaluation Measure/Evidence:

DCA 15: DIT has a process for using data for decision making

DCA 25: DIT uses coaching effectiveness data

Buildings are able to score a 2 on TFI: 1.13, 1.14, 2.10, 2.11, 2.12, 3.14, 3.15, 3.16

Buildings are able to fully implement A-TFI: 1.5,1.6,1.13. 2.11.3.15 Other

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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