



**Foundations for New Team Members,  
Fuel for Veterans**

**July 21-22, 2026**

SH

# Welcome



Which game do you most relate to and why?

Or...

Which one of these seems the most intriguing to you?

*Find someone and share.*

# Community Agreements

|                       |                                                                                                                                                                                                                                 |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Be Responsible</b> | <ul style="list-style-type: none"><li>● Take care of your needs.</li><li>● Share your questions with the group.</li></ul>                                                                                                       |
| <b>Be Respectful</b>  | <ul style="list-style-type: none"><li>● Respect others intentions</li><li>● Honor the impact of your words</li><li>● Earnestly move toward completing tasks during team work time</li></ul>                                     |
| <b>Be Engaged</b>     | <ul style="list-style-type: none"><li>● Ask what you need to know to understand and contribute.</li><li>● Stay present</li><li>● Listen to others attentively.</li><li>● Share your expertise, information and ideas.</li></ul> |

# Materials: Here You Go-Go!



***Look out for this icon on the slides.*** We have created a note catcher for you to keep a track of your game plan today! All other documents below are in your table folder.

**LEVEL UP YOUR MTSS: FOUNDATIONS FOR NEW TEAM MEMBERS, FUEL FOR VETERANS**

Welcome! Over the next two days, we hope to create opportunities for engagement and reflection with your team. Whenever you see the "Level Up" logo on a slide, have created workspace in this document to record your ideas! Be sure to take time to record your new moves as we explore our game play in MTSS!

| Team Role |  |
|-----------|--|
| Day 1     |  |
| Day 2     |  |

Goals & objectives

Building sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students.

**Core Components**

- Aligned Organizational Structures
- Problem Solving Process
- Tiered Continuum of Supports
- Systematic Implementation
- Evaluation

**Features**

- Leadership and Training
- Professional Learning
- Operating Routines and Procedures
- Coaching Systems
- Data Collection and Management Systems
- Data-Informed Decision Making
- Relational Improvement
- Selection and De-Selection Processes
- Integration of Evidence-Based Practices
- High-Quality Instruction
- Process for Access
- Capacity Building
- Program Monitoring
- Phased Approach
- Fidelity of Systems and Practices
- Process for Assessment and Evaluation
- Risk for Discontinuation
- Identified Valued Outcomes

**A Data Story: The Mad Libs Version**  
Best School Division

To understand and improve transportation for all students, Best School Division, (BSD)  
(Topic Area of Concern/Interest) (Your Audience)

needs to know which barriers contribute to missed instructional time caused by misalignment  
(Two Key Questions you have about this topic)

between bus arrivals and the start of instruction. To improve transportation for all students,  
(Topic Area of Concern - Repeated)

BSD needs to identify barriers that contribute to missed instructional time due to the  
(A way to find out the answer)

misalignment between bus arrivals and class start times. BSD transportation dept will want to

know how many routes there are, the average time, the frequency of rerouting due to  
(possible variable for this answer)

changes, and how these vary by gen ed, special ed, and McKinney-Vento. With those insights,  
the BSD transportation dept will be able to find key trends and data points to support  
(Driver of this topic)

decision-making. Best of all, the BSD transportation dept will be able to take actions such as

hiring/training an appropriate number of drivers and/or engaging community partners, which  
(One action that might help reach a goal)

will help the organization achieve the reallocation of resources and, equally important, equal  
(A goal for your division/school)

access to instructional time.  
(A particular skill or goal for the staff)

**Concept Word Chain**

**Task**  
Decide who is #1 and who is #2. The concept chain has a word bank, 9 circles, and "MTSS Core Concept: Evaluation" in the center.

#2, begin by choosing one word, writing it in a concept chain, and explaining what it means in terms of evaluation. #1, pick a second word, write it in the next circle and explain its connection to the previous word and what it means in terms of evaluation.

#2 continue. Choose a different word, write it in the next circle, and explain its connection to the previous word and what it means in terms of evaluation.

Pairs, continue this alternating process until you have identified 9 words you can chain and explain in terms of evaluation. Be certain to explain the final word's connection to the words in both of the circles it connects.

**Concept Word Bank**

- Fidelity Data
- Evaluation
- Assessment
- Valued Outcomes
- Reporting
- Progress Monitoring
- Dissemination
- Resources
- Effectiveness
- Decisions
- Impact
- Barriers
- Implementation
- Selection
- Training

MTSS Core Concept: Evaluation

**Activity: Implementation Drivers**  
Getting Started with Implementation Drivers

**NIRN** NATIONAL IMPLEMENTATION RESEARCH NETWORK  
FROM DATA EXAMINER TO DEVELOPMENT INSTITUTE

How could you leverage the Implementation Drivers framework in your work? Discuss these questions with your team and/or write down your responses.

**Choose a specific evidence-based practice:**

**Leadership:**  
What role(s) do leaders currently play in the implementation of your evidence-based practice?

Why is it critical that leadership is distributed among staff and teams are empowered to make decisions? What are the benefits to implementation when this is a way of work?

**Competency Drivers:**  
Describe your current practices in selection, training, and coaching. Do your current practices reflect the recommendations in the module? Why or why not?

What changes would your team like to see when selecting new staff and/or during training and coaching of the evidence-based practice you selected for reflection?

THE ACTIVE IMPLEMENTATION HUB | <https://implementation.fpg.unc.edu>

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# Level Up Your Team Game



# Learning Intentions

1. Participants will increase their understanding and apply the core components of the VTSS/MTSS framework to evaluate the fidelity of their current MTSS implementation.
2. Given their division's data profile and stages of implementation, participants will prioritize a minimum of two context-specific, high-leverage action steps to improve their division's MTSS implementation.
3. Share our learning and network with colleagues.
4. Participants will utilize their coaching service delivery plan and other relevant implementation data for the extended team time with their VTSS State Systems Coaches, which clearly articulates a measurable implementation goal and the necessary support required to achieve it.

# Ready Player One!



# Ready Player One!

As a MTSS team member,  
I bring (your power) to the team  
because.... (how you show it)

# Roles and Responsibilities

| Role                         | Day 1 | Day 2 |
|------------------------------|-------|-------|
| Facilitator                  |       |       |
| Recorder                     |       |       |
| Time Keeper                  |       |       |
| Materials Manager/Encourager |       |       |



# How to Win!

05:00

Set a personal goal to describe your commitment and purpose for the day.

How will I engage? What do I want to commit to? What do I hope to accomplish? What is my intention for today?

Write it down.

Share it.



# Level One: MTSS Core Components

1. Revisiting Division/School Leadership **Team Members**
2. Clarify how the **Five Core Components and Features** anchor MTSS implementation.
3. Define the **Five Core Components** and features.
4. Identify **strengths and challenges** of each core feature within your division's MTSS implementation.

# Why is a Team important to this work?



# Who is on your team?

|               |                                                                                                                                                                                                                                                                 |                  |  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|
| Division      |                                                                                                                                                                                                                                                                 | Superintendent   |  |
| Email         |                                                                                                                                                                                                                                                                 | Phone #          |  |
| Address       |                                                                                                                                                                                                                                                                 | Point of Contact |  |
| Email         |                                                                                                                                                                                                                                                                 | Phone #          |  |
| Team Outcomes | Division will establish a team to investigate the potential of VTSS to meet needs and enhance school experiences for adults and children. Divisions and pilot schools secure agreement to pursue changes in practice and self-assess the capacity to implement. |                  |  |

Team Member Composition: Teams should consist of members who are representative of the diversity of your division. This may include; executive staff (those that can influence policy, funding, and resources); school board members; directors of instruction; student services; special education; data management and/or information technology; family

| Team Members                 | First Name | Last Name | Email | Phone # | Position/Title |
|------------------------------|------------|-----------|-------|---------|----------------|
| Superintendent or Designee   |            |           |       |         |                |
| Point of Contact/Team Leader |            |           |       |         |                |
| Additional Team Members      |            |           |       |         |                |
|                              |            |           |       |         |                |
|                              |            |           |       |         |                |

# We're Solemates!!!

05:00



On our signal, find someone with the same **shoe type** as you (sandal, athletic, flats, etc).

## Discuss the following:

- Please share the roles that you have on your Leadership team and why you chose each person.
- Would you like to add members to your team and why?

# Instant Replay: Reminder

**MTSS** is a systemic, data-driven approach that allows divisions and schools to provide evidence-based practices and interventions to meet the needs of their students. This is done through a clearly defined process that is implemented to fidelity by all stakeholders within the school and/or division.

**Virginia Tiered Systems of Supports (VTSS)** is a collective of organizations funded and led by the Virginia Department of Education to support divisions with implementing and sustaining MTSS.

- VTSS- Research and Implementation Center (VTSS-RIC) at VCU
- VTSS Evaluation Team at ODU
- Regional Training and Technical Assistance (T/TAC) Partners

# VTSS Resources



# In short...

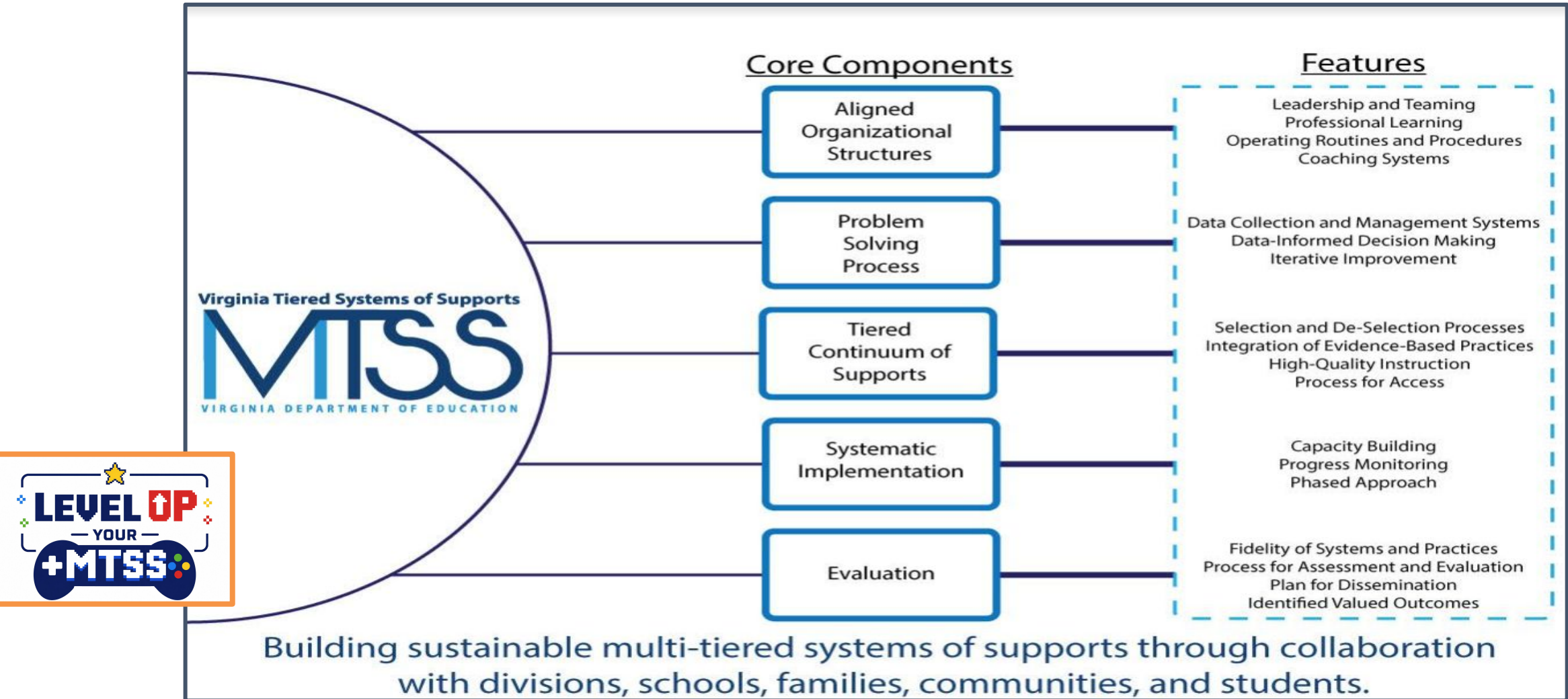
## Virginia Tiered Systems of Supports



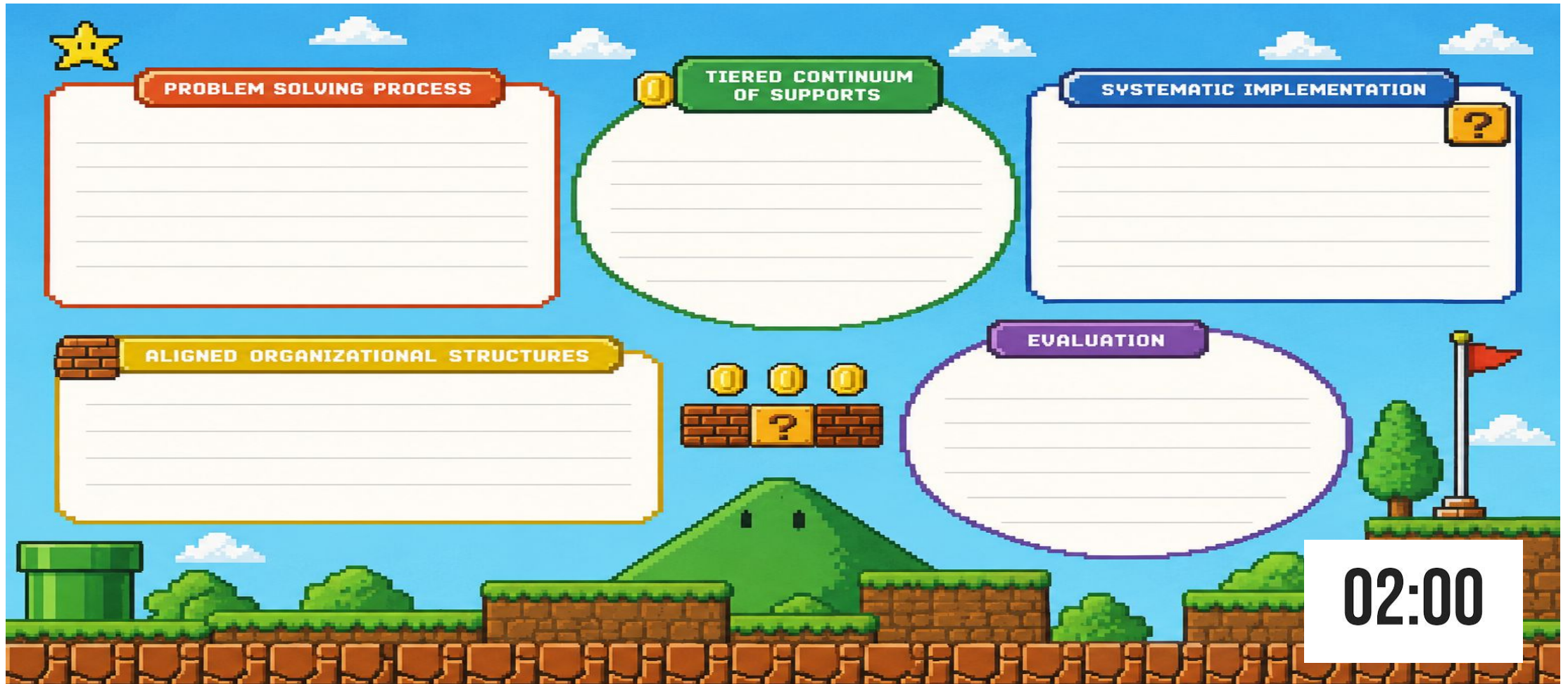
VIRGINIA DEPARTMENT OF EDUCATION

VTSS is who we are; MTSS is what we do!

# MTSS Core Components



# Customizing Our Game Board



Break  
Time!



# Aligned Organizational Structures

The **intentional organization** of a system's processes and components that work in concert **to support a common vision, mission, and set of identified goals.**

- Leadership and Teaming
- Professional Learning
- Operating Routines and Procedures
- Coaching Systems



# Leadership and Teaming

- Implementation of evidence-based practices and systems
- Guided, coordinated, and administered by a local team
- Representation from leadership, stakeholders, implementers, consumers, and content experts
- Responsible for ensuring high implementation fidelity, communication, management of resources, and data-based decision-making

*(PBIS Blueprint)*

# Professional Learning

Data-driven, content-focused, and aligned to the instructional and growth needs of all students and staff.

- collaborative
- purposeful
- planned
- sustained over time
- job-embedded
- classroom-focused
- aligned with mission and vision

# How do you currently plan for PD?



05:00

# Operating Routines and Procedures

Detailed step-by-step explanations of procedures and standards necessary for districts and schools to be successful.

- communication
- planning
- funding
- policy



# Coaching Systems

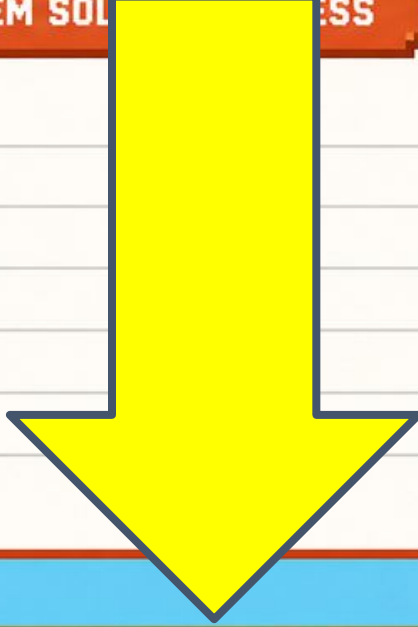
Coaching for systems change involves collaborating with school and division leaders to:

- develop, implement, and sustain an MTSS framework
- emphasizes educational environments that improve student outcomes through
  - leadership,
  - facilitating resource allocation,
  - fidelity of evidence-based practices, and
  - addressing large-scale reform and whole-school organizational improvement

(Brown et al., 2005; Fixsen et al., 2005; Fullan & Knight, 2011; March et al., 2016; Neufeld & Roper, 2003).



PROBLEM SOLVING PROCESS



TIERED CONTINUUM  
OF SUPPORTS

SYSTEMATIC IMPLEMENTATION

?

ALIGNED ORGANIZATIONAL STRUCTURES

EVALUATION



02:00

# Problem Solving Process

A process for collecting, analyzing, and evaluating data to inform educational decisions around instruction, intervention, implementation, allocation of resources, development of policy, and movement within a multi-tiered system.

- Data Collection and Management Structures
- Data-Informed Decision-Making
- Iterative Improvement

# Data Collection and Management Structures

Includes the collection, organization, storage, visual display, and reporting of data.

Data systems (e.g., data collection tools and applications) promote consistent data collection and reflect a range of settings and stakeholders (e.g., community data, student and family perceptions).

# Data Informed Decision Making

A consistently used process for analyzing and evaluating data to inform educational decisions about:

- instruction
- intervention
- resource allocation
- professional learning
- coaching
- policy development
- movement within a multi-level system to support sustainable systemic improvement and whole-child learner outcomes.



05:00

# Iterative Improvement



A process to:

- continuously refine and evaluate practices/initiatives
- regular cycles of data review
- iterative action planning



## PROBLEM SOLVING PROCESS

## TIERED CONTINUUM OF SUPPORTS

## SYSTEMATIC IMPLEMENTATION



## ALIGNED ORGANIZATIONAL STRUCTURES

## EVALUATION



02:00

# Tiered Continuum of Supports

A three-tiered continuum of integrated academic, behavioral, and social-emotional instruction, intervention, and supports that are evidence-based and responsive to the unique needs of each and every learner.

- Selection and De-selection Processes
- Integration of Evidence-Based Practices
- High-Quality Instruction
- Process for Access

# Selection and De-Selection Processes



The explicit act of evaluating whether to select, modify, or discontinue practices, programs, and/or initiatives based on

- data
- contextual fit
- feasibility

# Hexagon Tool



Introduction to  
Cal Curriculum's  
Hexagon  
Discussion and  
Analysis Tool

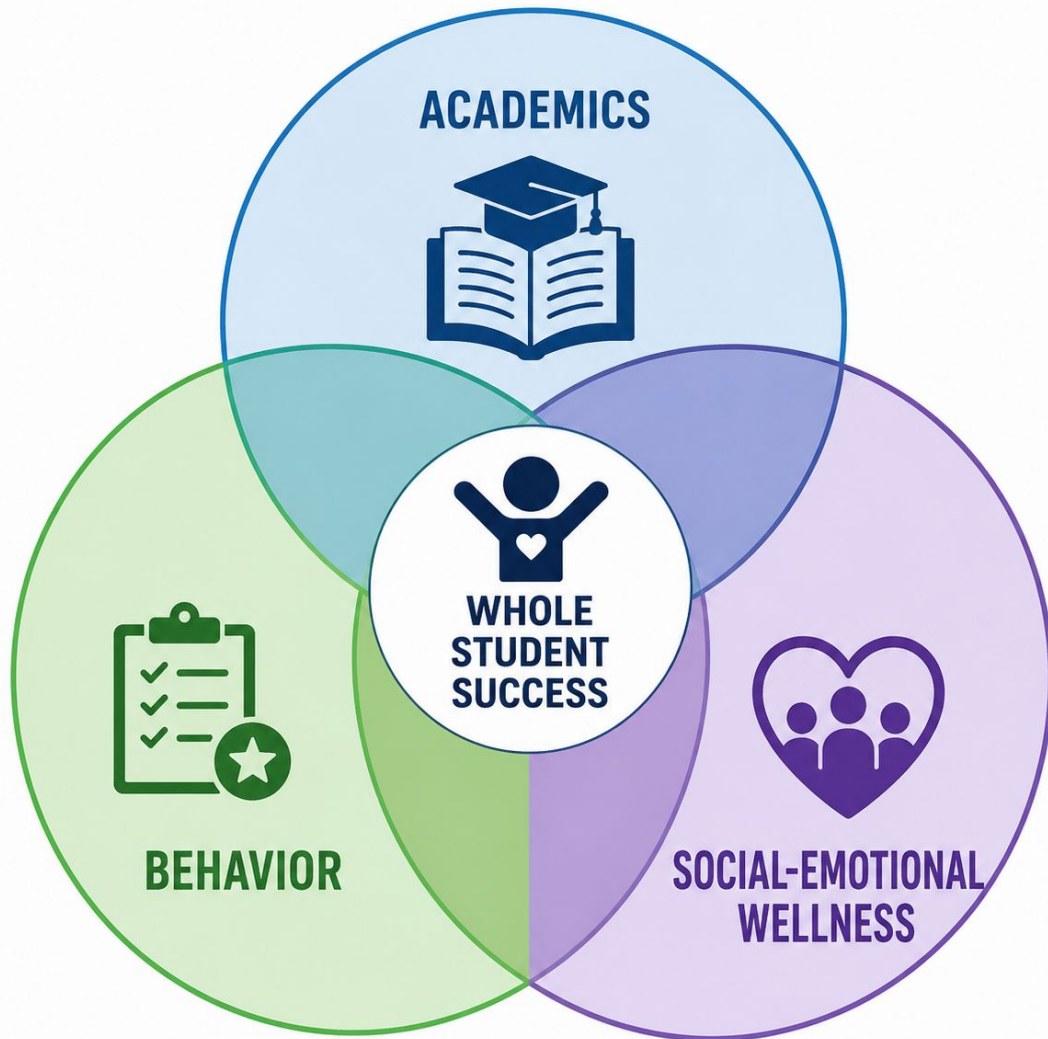
# Hexagon Tool

05:00



# Integration of Evidence-Based Practices

The strategic selection and emphasis on using teaching and learning approaches that are proven to be effective through scientifically based studies in



- academics
- behavior
- social-emotional wellness

# High Quality Instruction- Agree/Disagree?

Curricula, practices, programs, and learning environments are:

data driven

lecture based

evidence-based

differentiated

focused on passive copying

meet the unique needs of individual learners

busy work



# High Quality Instruction- Agree/Disagree?

Curricula, practices, programs, and learning environments are:

data driven

lecture based

evidence-based

differentiated

focused on passive copying

meet the unique needs of individual

learners

busy work



# High Quality Instruction

Curricula, practices, programs, and learning environments are:

- data-driven
- aligned with standards
- evidence-based
- engaging
- differentiated
- meet the unique needs of each individual learner



# Process for Access

- Written guidelines for requests for assistance processes
- School-specific data-decision rules (utilizing multiple data sources) to identify how students/staff access and exit from advanced tier supports.
- System-wide progress monitoring occurs to track the proportion of students experiencing success and use of advanced tier supports to modify decision rules as needed (Center on Positive Behavioral Interventions and Supports, 2020).





## PROBLEM SOLVING PROCESS

## TIERED CONTINUUM OF SUPPORTS

## SYSTEMATIC IMPLEMENTATION

## ALIGNED ORGANIZATIONAL STRUCTURES

ON

02:00

# Systematic Implementation

The use of an **intentional process to inform, improve, and refine practices or initiatives** that can be scaled and sustained over time, resulting in improvement to valued outcomes.

- Capacity Building
- Progress Monitoring
- Phased Approach

# Capacity Building

Refers to the development of **infrastructure**, including the **systems, activities, and resources** to support the use of **evidence-based interventions and strategies** for **adopting and sustaining innovations**. More specifically, across:

- a. Leadership
- b. Competency
- c. Organization

-Ward et al., 2015; Ward et al., 2017

# Implementation Drivers

"Implementation Drivers are the **components** of effective implementation needed to develop, improve and sustain the ability of teachers and staff to **implement a practice or program** as intended as well as create an Enabling Context for the new ways of work. In short, Drivers are the **common features of successful supports** needed to make full and effective use of practices and programs that will benefit students and their families."

*-State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute. Copyright 2015.  
nirn.fpg.unc.edu*



©Fixsen & Blase, 2008

# How are we building capacity?

## Leadership

“Active involvement in **facilitating and sustaining systems change** to **support the implementation of effective practice** through strategic communication, decisions, guidance, and resource allocation.”

## Competency

“Strategies to **develop, improve, and sustain educators’ abilities** to use Evidence Based Practices (EBPs) and strategies as intended in order to achieve desired outcomes.”

## Organization

“Strategies for **analyzing, communicating, and responding to data** in ways that result in **continuous improvement of systems** and supports for educators to use EBPs and strategies with good outcomes.”

# How are we building capacity in our spaces?

05:00

Leadership

Competency

Organization



# How are we building capacity in our spaces?

Using the questions as prompts, discuss, the way your team works to build capacity to implement your selected evidence based practice (MTSS).

What areas may need more capacity building opportunities and what areas are feel strong?

Activity: Implementation Drivers

Getting Started with Implementation Drivers

NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK  
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

How could you leverage the Implementation Drivers framework in your work? Discuss these questions with your team and/or write down your responses.

Choose a specific evidence-based practice:

Leadership:

What role(s) do leaders currently play in the implementation of your evidence-based practice?

Why is it critical that leadership is distributed among staff and teams are empowered to make decisions?  
What are the benefits to implementation when this is a way of work?

Competency Drivers:

Describe your current practices in selection, training, and coaching. Do your current practices reflect the recommendations in the module? Why or why not?

What changes would your team like to see when selecting new staff and/or during training and coaching of the evidence-based practice you selected for reflection?

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10:00

# Progress Monitoring

Progress monitoring is used to assess students' performance, quantify a student's rate of improvement or responsiveness to instruction or intervention, and evaluate the effectiveness of instruction using valid and reliable measures.

At the systems level, progress monitoring is used to assess overall intervention effectiveness and improvement.

*(Center on Multi-Tiered System of Supports at the American Institutes of Research, 2023).*

# Phased Approach

Change, at the building or division level, should be **implemented in discernible phases** (e.g., implementation science, improvement science) to **explore, test, and evaluate** the feasibility and effectiveness at a manageable scale and in a **timely and effective** manner.

The **systematic study of practices** in such a way supports organizations to invest in creating the **infrastructure** necessary to **scale up and sustain** over time.

- *Fixen et al., 2005*

- ❑ Strategic Planning
- ❑ Resources
- ❑ Time



## PROBLEM SOLVING PROCESS

## TIERED CONTINUUM OF SUPPORTS

## SYSTEMATIC IMPLEMENTATION



## ALIGNED ORGANIZATIONAL STRUCTURES

## EVALUATION



02:00

# Evaluation

A **plan for gathering, communicating, and reporting information** around key questions to monitor impact, determine potential barriers, and inform decisions related to identified valued outcomes.

- Fidelity of Systems and Practices
- Process for Assessment and Evaluation
- Plan for Dissemination
- Identified Valued Outcomes

# Fidelity of Systems and Practices

Fidelity focuses on **how well a program or practice is being implemented**, including not only the person who is implementing it, but the quality of the systems in place to support its use, such as the **selection, training, and coaching systems**.

**Fidelity data** informs and engages all stakeholders (e.g., division staff, instructional coaches, building administrators, and teachers) as new skills are implemented and refined.

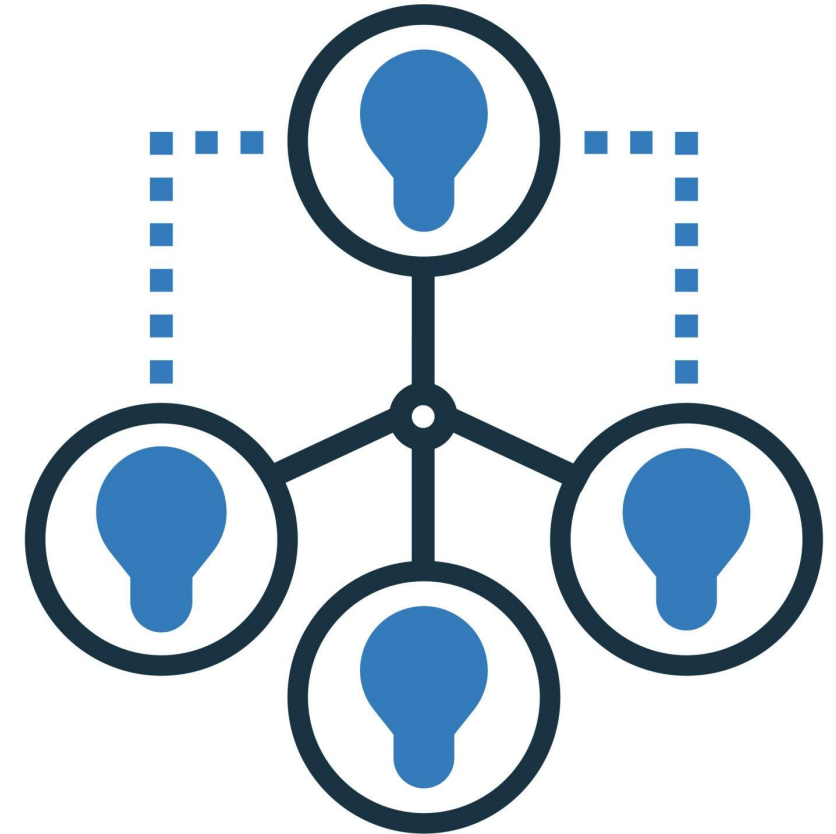
Results can be used to **celebrate and reinforce** progress **or** to provide **support and guidance** around organizational improvement in specific practices and skills (Active Implementation Hub, 2015).

# Process for Assessment and Evaluation

- Clearly defined
- Match the uniqueness of learners across academics, behavior, and social-emotional wellness
- Schedules and timelines are documented and communicated
- Reports are generated to build on strengths and areas of need
- Used for problem-solving and to inform practice
- Range of strategies to collect stakeholders'/partners' perspectives (e.g., community, family, and student) and monitored to create evaluation feedback loops

# Plan for Dissemination

Annual progress reports are designed and disseminated to inform external stakeholders/partners on the activities and outcomes related to MTSS implementation fidelity.



*(Center on Positive Behavioral Interventions and Supports, 2020)*

# Identified Valued Outcomes

Valued outcomes help determine whether the initiative is having the intended impact on students, school personnel, families, and the community.

The emphasis on valued outcomes directly informs decisions related to resources, scaling up, and/or improving effectiveness.

*(Center on Positive Behavioral Interventions and Supports, 2020).*

# Processing Pause: Concept Word Chain

05:00

## Concept Word Chain

### Task

Decide who is #1 and who is #2. The concept chain has a word bank, 9 circles, and "MTSS Core Concept: Evaluation" in the center.

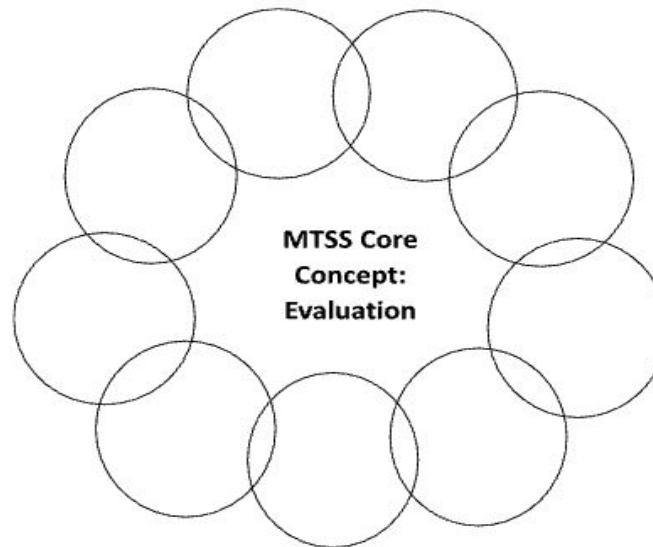
#1, begin by choosing one word, writing it in a concept chain, and explaining what it means in terms of evaluation. #1, pick a second word, write it in the next circle and explain its connection to the previous word and what it means in terms of evaluation..

#2 continue. Choose a different word, write it in the next circle, and explain its connection to the previous word and what it means in terms of evaluation..

Pairs, continue this alternating process until you have identified 9 words you can chain and explain in terms of evaluation. Be certain to explain the final word's connection to the words in both of the circles it connects.

### Concept Word Bank

Fidelity Data  
Evaluation  
Assessment  
Valued Outcomes  
Reporting  
Progress Monitoring  
Dissemination  
Resources  
Effectiveness  
Decisions  
Impact  
Barriers  
Implementation  
Selection  
Training





## PROBLEM SOLVING PROCESS

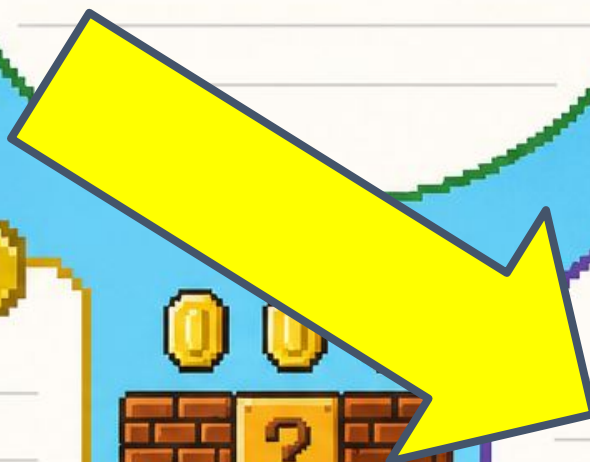
## TIERED CONTINUUM OF SUPPORTS

## SYSTEMATIC IMPLEMENTATION



## ALIGNED ORGANIZATIONAL STRUCTURES

## EVALUATION



02:00

Break  
Time!



# Time for Lunch



# Process Pause: \$10,000 Pyramid

## Directions:

1. Assign yourselves as player A or player B.
2. Player A, face your chair towards the display. Player B, face player A.



## Play Round One

3. Partner A starts with the word or phrase on the **bottom left** of the pyramid. When Partner B correctly guesses, Partner A describes the next word or phrase on the **bottom middle** of the pyramid. Play continues as partners move up the pyramid, completing the bottom row, then middle, then top. The partner group that completes the pyramid first, by correctly guessing all six words or phrases, wins that round.

## Play Round Two

4. Repeat this process with switched roles. Partners now change seats, a new pyramid is displayed, and Partner B gives the clues.

Adapted from <https://www.theteachertoolkit.com/index.php/tool/10000-pyramid>

**ROUND  
ONE**

**Category:  
MTSS Core  
Components**

**Evaluation (4)**

**Problem Solving  
Process (3)**

**Systematic  
Implementation  
(3)**

**Multi Tiered  
Systems of  
Support**

**Aligned  
Organizational  
Structures (4)**

**Tiered  
Continuum of  
Supports (4)**

**ROUND  
TWO**

**Category:  
Features  
of  
Components**

**Capacity  
Building**

**Data Informed  
Decision Making**

**Hexagon Tool**

**Leadership and  
Teaming**

**Coaching  
Systems**

**Professional  
Learning**

# Turn & Talk

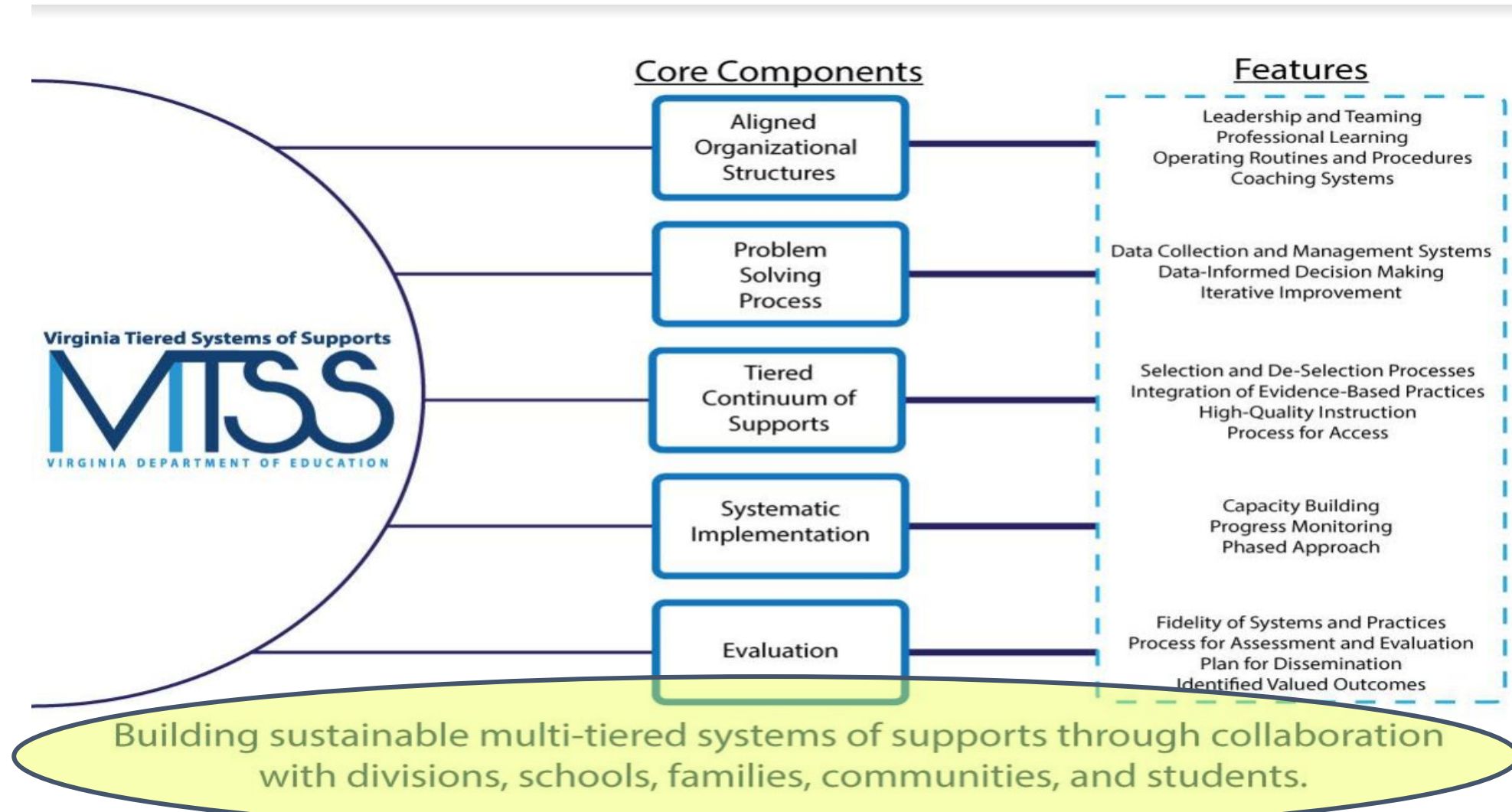


05:00

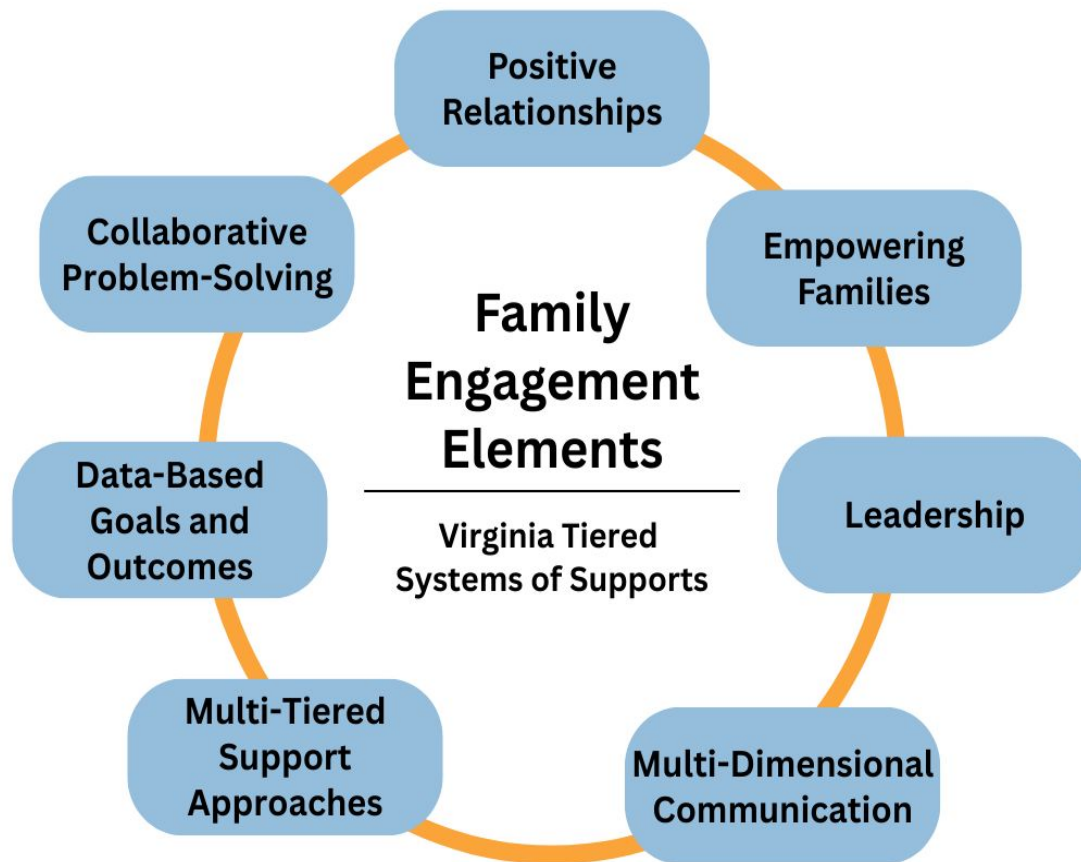
As a group, using the definitions, how might you reinforce this framework to **new members** of your team?

As a **veteran**, how have you come to understand these definitions in a way that speaks to your team's needs?

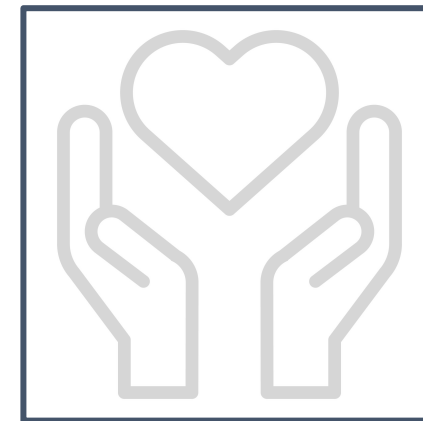
# Collaboration



# Collaboration with Families



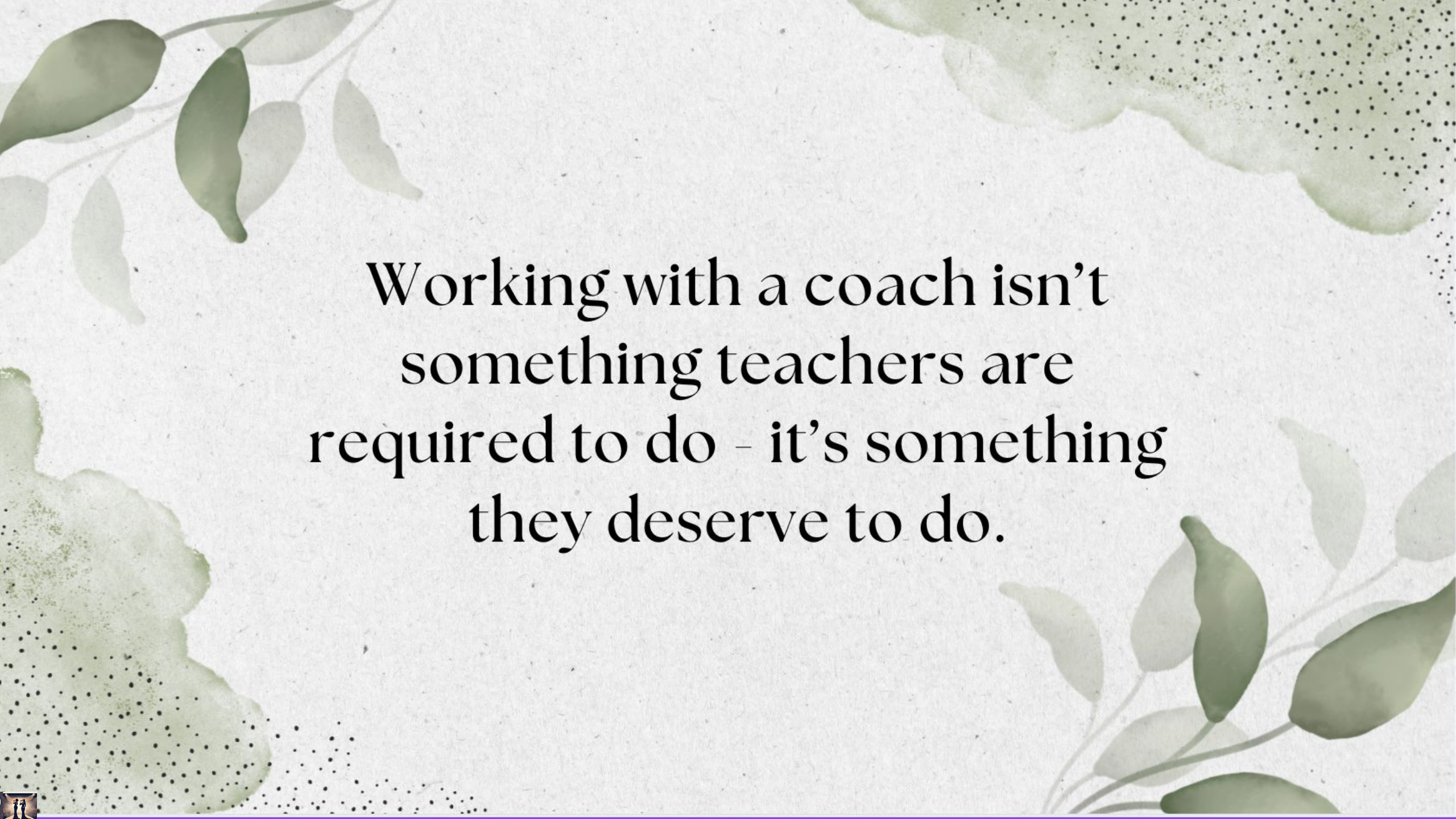
As you increase your understanding of core features, how are you being intentional about engaging families in each component and element, from Exploration to Full Implementation?



# To Win at Level One:

1. Can you describe the roles of Leadership **Team Members**?
2. Can you describe the **Five Core Components and Features** that anchor MTSS implementation?
3. Can you identify **strengths and challenges** of each core feature within your division or school MTSS implementation?





Working with a coach isn't  
something teachers are  
required to do - it's something  
they deserve to do.

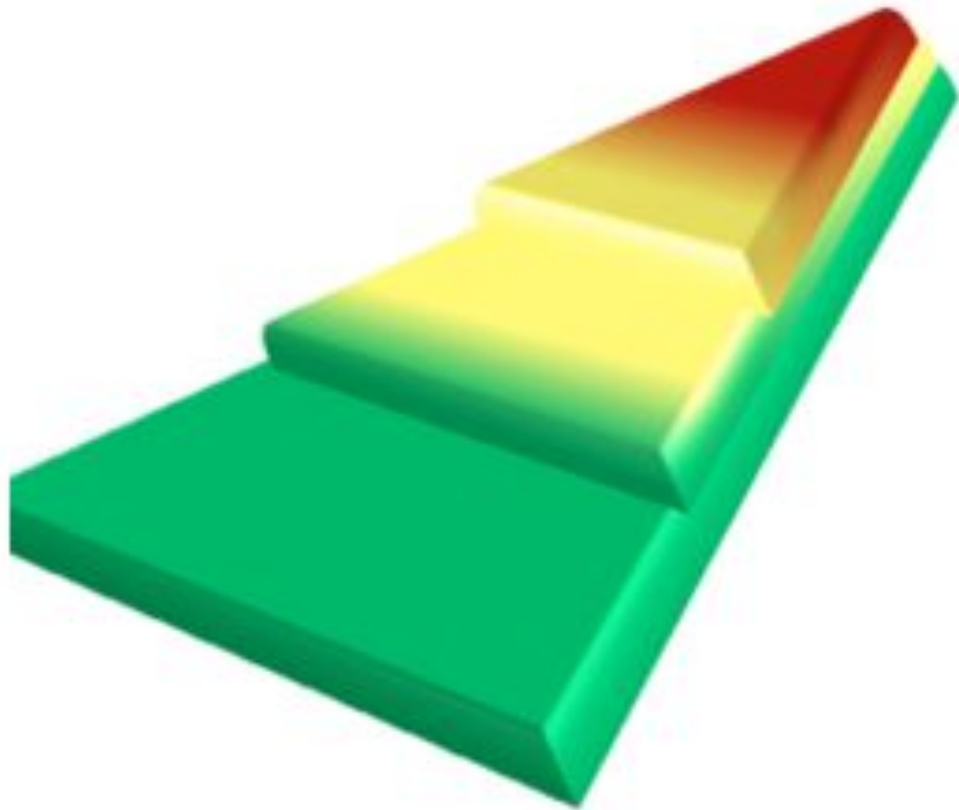


# Level Two: Tiered Frameworks

1. Understanding **Tiered Framework**
2. Reviewing **Vocabulary**: Outcome, Fidelity and Systems
3. Examine division data used to identify areas for growth within core components

What **information, data and collaborative dialogue** is needed to inform the development of a comprehensive vision for the implementation of MTSS?

# The Three Tier Framework



Tier 3 for a ***Few***: Intensive, Individualized

Tier 2 for ***Some***: Targeted for Small Groups

Tier I for ***All***: Core/Universal

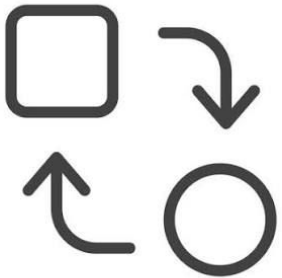
# The How's of MTSS

- Practices that are **effective** in their impact on learning will be **organized and aligned** to be more efficient and effective.
- New practices are identified and implemented to meet needs that are identified by the divisions. A new framework evolves that is **driven by the division's goals and local context**.

# Mapping our Resources



**Select.** (adopt and scale)



**Adapt.** (Fit to context)



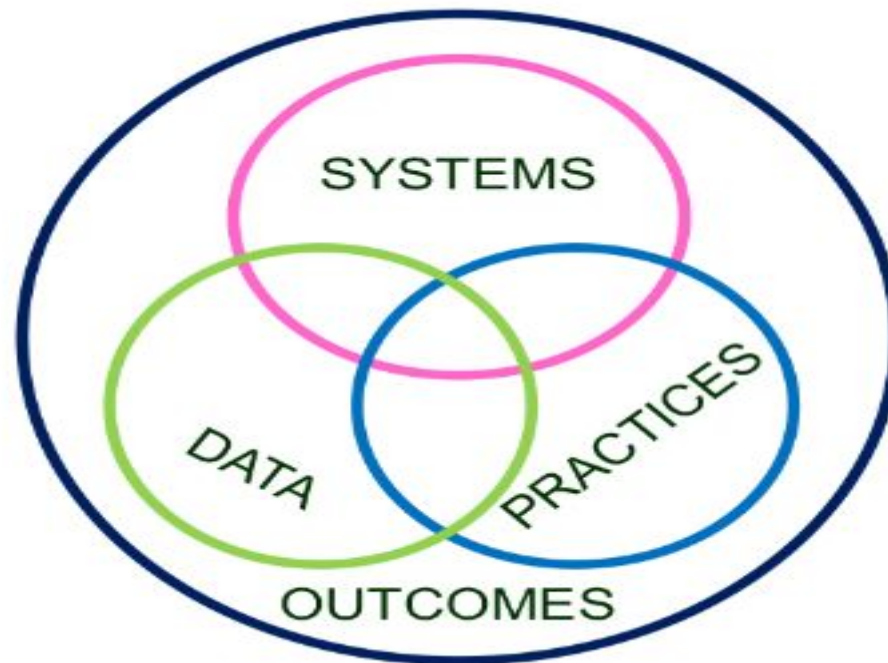
**De-select**

(Stop. It is okay to stop.)

# Focus on Outcomes

Invest in **Systems!!!** (Leadership teams, support professional learning and coaching)

**Data** informs decisions about screening, progress monitoring, fidelity, and outcomes



**Differentiate and ensure outcomes are reflective of all students**

Prioritize efficient and effective **practices** (evidence, culture, context)

Growth & benefit are central.  
Must reflect learning opportunities for all

# 5 Things to Get Right with Data Informed Decisions

1. Right People
2. Right Data
3. Right Format
4. Right Time
5. Right Process



# Organizing for Implementation: Outcome Data

What does your division use for data:

- PowerSchool
- SOL's
- MAPs
- Benchmarks
- Homegrown



**Evaluate current data systems for ease of use and functionality for aligned data driven decision making.**

# Outcomes

What data can we use to help develop action steps related to core components and features while also refining your implementation plan?



Data-Informed Decision Making

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

| Action Plan | Who? | When? | Fidelity Measures |
|-------------|------|-------|-------------------|
|             |      |       |                   |
|             |      |       |                   |

Key Systems: How will the division support the school in the implementation of new practices?

| Action Plan | Who? | When? | Fidelity Measures |
|-------------|------|-------|-------------------|
|             |      |       |                   |
|             |      |       |                   |

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

# Unfreezing (Changing) the System

Kurt Lewin describes system change “as unfreezing the existing system, changing it, and refreezing it in its new and more effective configuration” (NIRN, 2016).



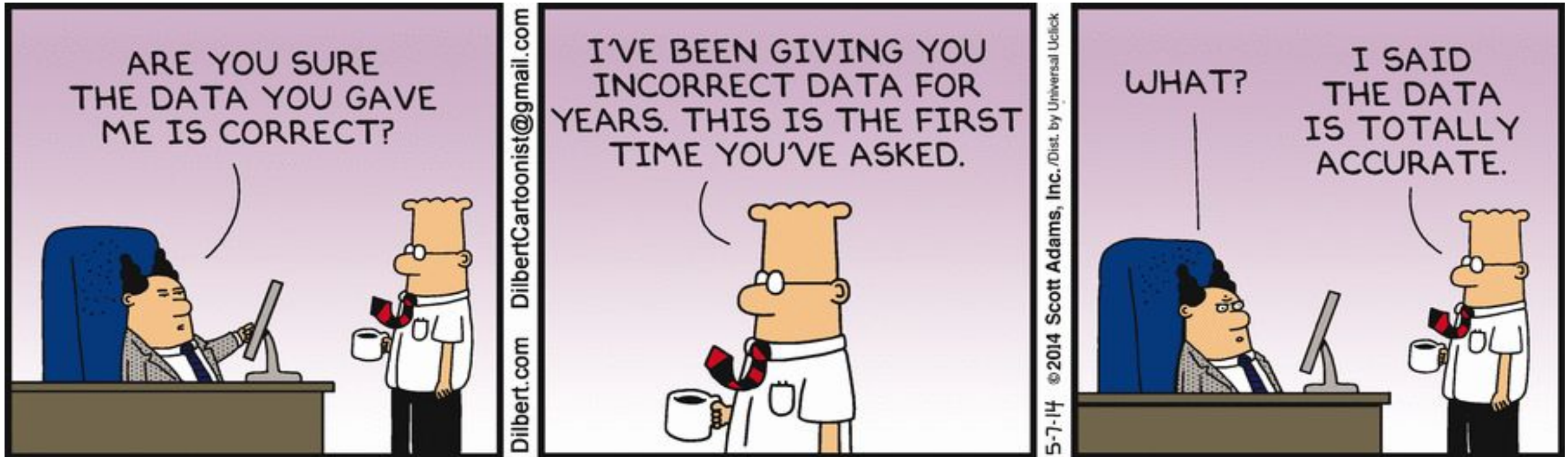
**Change** (*changing our way of work*) **isn't easy!**

# Data Infrastructure and Data Systems

Data informed decision-making systems support adults in the **effective and efficient** implementation of **instructional practices** for teaching **academic, behavior and mental wellness skills**.



# Why Focus on Data?



Data allows us to understand need, identify areas for improvement, and develop meaningful action plans!

# Common Data Types & Sources

## Outcome Data

*What SMART goals defined desired results?*

### **Example Sources:**

- ❑ student achievement
- ❑ behavior
- ❑ attendance
- ❑ climate
- ❑ staff retention
- ❑ family engagement data

## Fidelity Data

*Are we doing what we say we will do as it is defined to be done?*

### **Example Sources:**

- ❑ implementation rubrics
- ❑ observation tools
- ❑ self-assessments

Break  
Time!



# Focus on Fidelity

Invest in **Systems!!!** (Leadership teams, support professional learning and coaching)

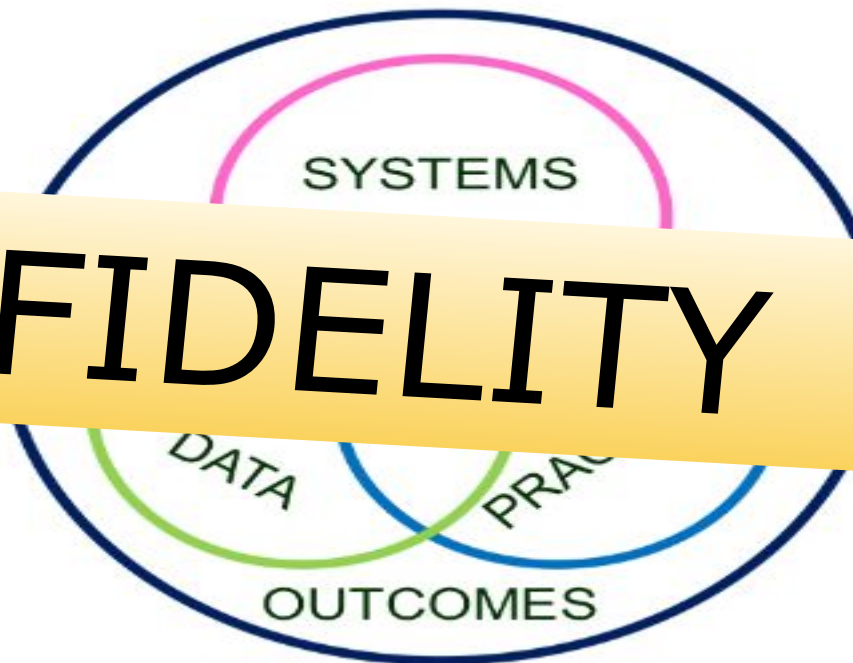
**Differentiate and ensure outcomes are reflective of all students**

**Data** informs decisions about screening, professional monitoring, fidelity, and outcomes

**FIDELITY**

Growth & benefit are central. Must reflect learning opportunities for all

Use efficient effective **practices** (evidence, culture, context)



# Organizing for Implementation: Fidelity Data

What does your division  
use for fidelity data:

- observations
- checklists
- walkthroughs
- DCA/DSFI
- TFI/ATFI



How do we **KNOW** we **KNOW**?

# District Capacity Assessment (DCA)



## DISTRICT CAPACITY ASSESSMENT

Version 7.7 - October 2019

### District Capacity Assessment

#### Scoring Form

| District Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Date:        |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---|---|
| DCA Administrator:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Facilitator: |   |   |
| Effective Innovation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DIT Members: |   |   |
| <b>Directions:</b> The District Implementation Team completes the District Capacity Assessment (DCA) together by using the <i>DCA Scoring Guide</i> to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the <i>DCA Scoring Guide</i> and should be used to help achieve consensus. Scores are recorded on this <i>Scoring Form</i> below and then entered into SISEP.org. |              |   |   |
| Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Score        |   |   |
| 1. There is a <b>District Implementation Team (DIT)</b> to support implementation of Effective Innovations (EI)                                                                                                                                                                                                                                                                                                                                                                                          | 2            | 1 | 0 |
| 2. DIT includes an individual with <b>executive leadership</b> authority                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2            | 1 | 0 |
| 3. DIT includes a designated <b>coordinator(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2            | 1 | 0 |
| 4. DIT uses an effective team meeting process                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2            | 1 | 0 |
| 5. District has written process for selecting EIs                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2            | 1 | 0 |
| 6. District has a written process to align EIs                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2            | 1 | 0 |
| 7. District allocates resources to support the use of the selected EI (e.g., Multi-Tiered System of Support -MTSS)                                                                                                                                                                                                                                                                                                                                                                                       | 2            | 1 | 0 |
| 8. DIT has an <b>implementation plan</b> for the EI (e.g., MTSS)                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2            | 1 | 0 |
| 9. DIT continuously improves the use of the implementation plans                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2            | 1 | 0 |
| 10. District uses a <b>communication plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2            | 1 | 0 |
| 11. District uses a process for addressing internal barriers                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2            | 1 | 0 |
| 12. District uses a process to report <b>policy relevant information</b> to outside entities                                                                                                                                                                                                                                                                                                                                                                                                             | 2            | 1 | 0 |
| 13. DIT supports schools in the use of a fidelity measure for EI (e.g., MTSS) Implementation                                                                                                                                                                                                                                                                                                                                                                                                             | 2            | 1 | 0 |
| 14. DIT has access to data for the EI (e.g., MTSS)                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2            | 1 | 0 |
| 15. DIT actively uses different types of data                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2            | 1 | 0 |
| 16. DIT has a process for using data for decision making                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2            | 1 | 0 |
| 17. District provides a status report on the EI (e.g., MTSS) to the school board                                                                                                                                                                                                                                                                                                                                                                                                                         | 2            | 1 | 0 |
| 18. DIT supports the composition of BITs                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2            | 1 | 0 |
| 19. DITs support the development of BIT implementation plans for the EI (e.g., MTSS)                                                                                                                                                                                                                                                                                                                                                                                                                     | 2            | 1 | 0 |
| 20. DIT supports BITs in using data for decision making                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2            | 1 | 0 |
| 21. District uses a process for selecting staff (internal and/or external) who will use EIs (e.g., MTSS)                                                                                                                                                                                                                                                                                                                                                                                                 | 2            | 1 | 0 |
| 22. District has a plan to continuously strengthen staff skills                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2            | 1 | 0 |
| 23. DIT secures training on the EI (e.g., MTSS) for all district/school personnel                                                                                                                                                                                                                                                                                                                                                                                                                        | 2            | 1 | 0 |
| 24. DIT uses training effectiveness data                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2            | 1 | 0 |
| 25. District has a <b>coaching system</b> to support schools in their use of EIs (e.g., MTSS)                                                                                                                                                                                                                                                                                                                                                                                                            | 2            | 1 | 0 |

# District Capacity Assessment Scoring

## District Capacity Assessment

### Scoring Guide

| DCA Item:                                                                                                       | 2 points                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 point                                                                                                                             | 0 points                                              | Data Source                                        |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|
| 1. There is a <b>District Implementation Team</b> (DIT) to support implementation of Effective Innovations (EI) | <p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)</p> <p>-AND-</p> <p>Team members are selected for:</p> <ul style="list-style-type: none"> <li>• Experience in using of effective innovations</li> <li>• Positive working relationships with building leadership and staff</li> <li>• And have sufficient time to dedicate to DIT functions</li> </ul> | <p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)</p> | <p>There is no District Implementation team (DIT)</p> | <p>List of team members, roles, and job titles</p> |

# District Capacity Assessment *Action Planning*

## Virginia Tiered Systems of Supports

### Division Capacity Assessment (DCA): Action Planning

**Step 1:** For any item listed below a “2” consider actions that may be completed within the next 3 months.

**Step 2:** Define the action, “who” is responsible, when it will be accomplished, and the team/meeting when updates will be reviewed.

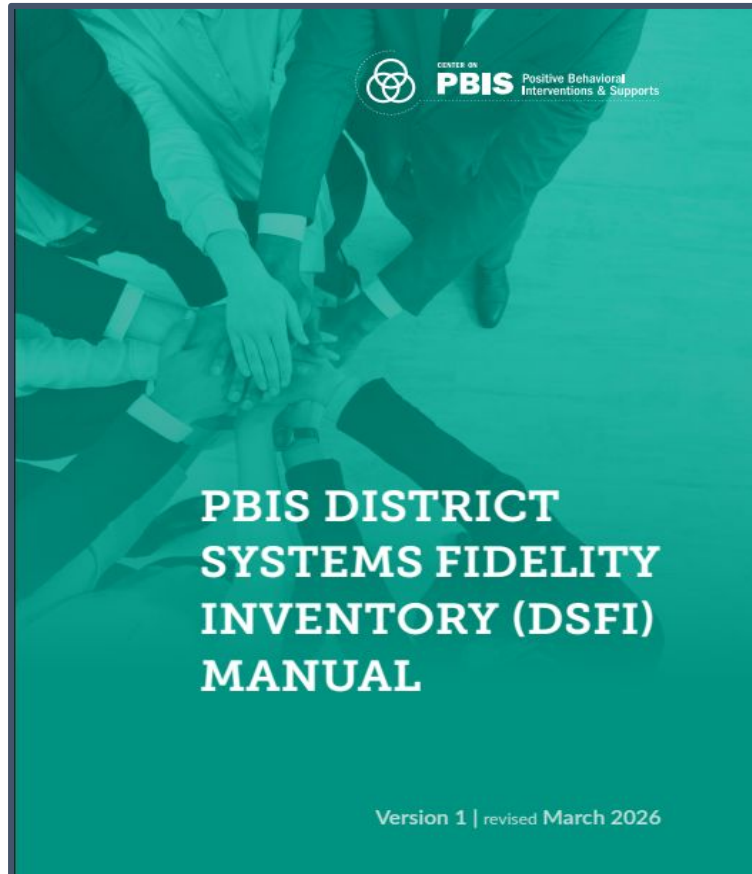
**Step 3:** Team should prioritize the areas or items that are most critical to improve – critical defined as most likely to improve fidelity, sustainability, and student outcomes.

| Scales and Drivers                                          | Action | Who | When | Next Update |
|-------------------------------------------------------------|--------|-----|------|-------------|
| Organizational Leadership                                   |        |     |      |             |
| Leadership<br>(Items: 1, 2, 3, 7, 8, 9, 18, 19)             |        |     |      |             |
| Facilitative Administration<br>(Items: 4, 5, 6, 10, 11, 17) |        |     |      |             |
| Systems Intervention<br>(Item: 12)                          |        |     |      |             |
| Competency                                                  |        |     |      |             |
| Selection<br>(Items: 21, 22)                                |        |     |      |             |
| Training<br>(Items: 23, 24)                                 |        |     |      |             |
| Coaching<br>(Items: 25, 26, 27)                             |        |     |      |             |
| Data System for Decision Making                             |        |     |      |             |
| Fidelity<br>(Item: 13)                                      |        |     |      |             |
| Decision Support Data System<br>(Items: 14, 15, 16, 20)     |        |     |      |             |

Adapted from Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. National Implementation Research Network, University of North Carolina at Chapel Hill.

| DCA Item | Goal | Action Plans | Measure of Success | Timeline |
|----------|------|--------------|--------------------|----------|
|          |      |              |                    |          |

# District Systems Fidelity Inventory (*DSFI*)



 **CENTER ON PBIS** Positive Behavioral Interventions & Supports

**PBIS DISTRICT SYSTEMS FIDELITY INVENTORY**

Individuals Completing: \_\_\_\_\_ Current Date: \_\_\_\_\_

Next Date: \_\_\_\_\_

**Section 1: Leadership Teaming**

| Feature                                                                                                                                                                                                                                                                                                                                                            | Possible Data Sources                                                                                                                                      | Scoring Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Leadership Authority</b><br>One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).                                                                                                                                                           | <ul style="list-style-type: none"><li>District Organizational Chart</li><li>Team Roles &amp; Responsibilities</li></ul>                                    | 0 = No members of the District Leadership Team have authority to make key decisions.<br><br>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.<br><br>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.                                                                                                   |
| <b>1.2 Team Membership</b><br>District Leadership Team has representation from range of partners including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives, and (e) members of the local community that have investment in youth outcomes. | <ul style="list-style-type: none"><li>District Organizational Chart</li><li>Team Roles &amp; Responsibilities</li><li>District Key Partners List</li></ul> | 0 = District Leadership Team does not have representation from a range of partners with investment in youth outcomes from the community.<br><br>1 = District Leadership Team has a diverse range of partners on their team but not representative of all the partners listed in (a) – (e) or partners do not attend regularly.<br><br>2 = District Leadership Team includes partners from at least (a) – (e), partners attend meetings regularly, and membership is audited annually. |
| <b>1.3 Team Expertise</b><br>To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).                     | <ul style="list-style-type: none"><li>District Organizational Chart</li><li>Teaming Protocols</li><li>Team Roles &amp; Responsibilities</li></ul>          | 0 = District Leadership Team does not include individuals with social-emotional-learning expertise.<br><br>1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12.<br><br>2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.                                           |

Positive Behavioral Interventions & Supports (PBIS)

9

# DSFI Scoring and Planning

[illegible]

# School Level: Tiered Fidelity Inventory (TFI) & Academic TFI



## Tier 1: Universal Academic Features Version 1.0

| Feature                                                                                                                                                                                                                                                                                             | Possible Data Sources                                                                                                                                                                                               | Scoring Criteria                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subscale: Teams</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                   |
| <b>1.1 Team Composition</b> Each team in the school includes staff with expertise to support the function of the team and represents the diversity of the building.                                                                                                                                 | <ul style="list-style-type: none"> <li>Meeting structure flow chart</li> <li>Meeting agendas with team members</li> <li>List of team members and their roles</li> </ul>                                             | <p>0 = Membership of school team does not include appropriate expertise or represent the diversity of the building.</p> <p>1 = Teams have either expertise or diversity, but not both.</p> <p>2 = Teams have appropriate expertise and represent the diversity of the building.</p>                                               |
| <b>1.2 a Team Alignment</b> Each school team (e.g., grade level, content, department, leadership) have (a) defined goals that support the strategic plan and/or continuous improvement plan; (b) defined communication loops among all teams and all faculty; and (c) regularly scheduled meetings. | <ul style="list-style-type: none"> <li>Meeting structure flow chart with team goals</li> <li>Team action plans</li> <li>Meeting agenda</li> <li>"Working Smarter Not Harder"</li> <li>Communication plan</li> </ul> | <p>0 = Teams exist but do not meet feature criteria for goals, communication loops, or regular meetings.</p> <p>1 = Teams are able to document two of the three feature criteria for goals, communication loops, or regular meetings.</p> <p>2 = Teams are able to document goals, communication loops, and regular meetings.</p> |

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putman, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-Wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavior Interventions and Supports. [1]

# TFI & A-TFI Scoring

## Tiered Fidelity Inventory (TFI) Scoring Guide Virginia Tiered Systems of Supports (VTSS) Positive Behavioral Interventions and Supports (PBIS)

### Tier I

#### Subscale: Teams

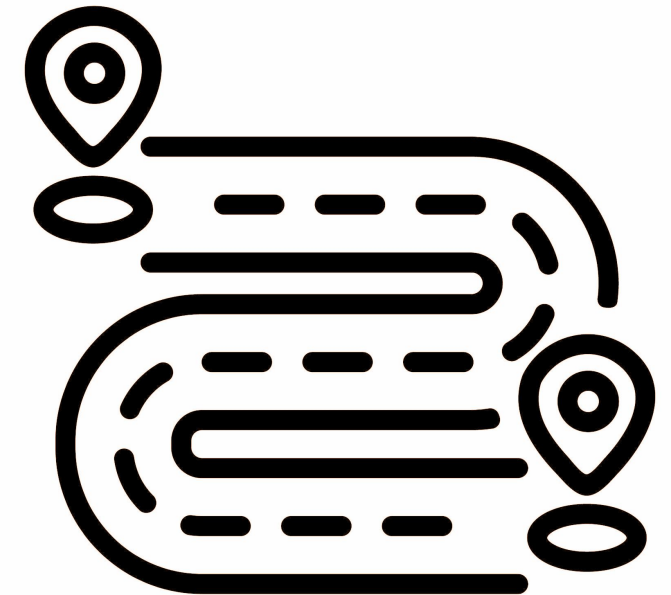
| Feature                                                                                                                                                                                                                                                                                                                                                                                                             | Possible Data Sources                                                                                                                                                | 2 Points Fully Implemented                                                                                                               | 1 Point Partially Implemented                                                                             | 0 Points Not Implemented                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Team Composition:</b><br>Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. | <ul style="list-style-type: none"> <li>School Organizational Chart</li> <li>Tier I team meeting minutes</li> </ul>                                                   | Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% | Tier I team exists, but does not include all identified roles or attendance of these members is below 80% | Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise |
| <b>1.2 Team Operating Procedures:</b><br>Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Tier I team meeting agendas and minutes</li> <li>Tier I meeting roles and descriptions</li> <li>Tier I action plan</li> </ul> | Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan         | Tier I team has at least 2 but not all 4 features                                                         | Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan                           |

#### Subscale: Implementation

| Feature                                                                                                       | Possible Data Sources                                                                          | 2 Points Fully Implemented                                                 | 1 Point Partially Implemented                                         | 0 Points Not Implemented                                                       |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>1.3 Behavioral Expectations:</b><br>School has five or fewer positively stated behavioral expectations and | <ul style="list-style-type: none"> <li>TFI Walkthrough Tool</li> <li>Staff handbook</li> </ul> | Five or fewer behavioral expectations exist that are positive, posted, and | Behavioral expectations identified but may not include a matrix or be | Behavioral expectations have not been identified, are not all positive, or are |

# But why the TFI & A-TFI?

- Efficient tool for measuring implementation at the school level
- Progress Monitoring
- Action Planning & Road Map for school teams



# How will fidelity be measured? How will we progress monitor?

Tiered Fidelity  
Inventory (TFI)  
& Academic TFI

Progress  
Monitor where  
we identified a  
need.



Data-Informed Decision Making

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

| Action Plan | Who? | When? | Fidelity Measures |
|-------------|------|-------|-------------------|
|             |      |       |                   |
|             |      |       |                   |

Key Systems: How will the division support the school in the implementation of new practices?

| Action Plan | Who? | When? | Fidelity Measures |
|-------------|------|-------|-------------------|
|             |      |       |                   |
|             |      |       |                   |

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

# Your Data Story



**Goal:** Identify and analyze current baseline data to determine needs and prevalence of needs within core concepts and features.

# Reflect: Guiding Questions

- What's going well in your division?
- What would you like to grow, do better/differently?
- What challenges/barriers are you facing, where are you stuck?
- What supports do you need?



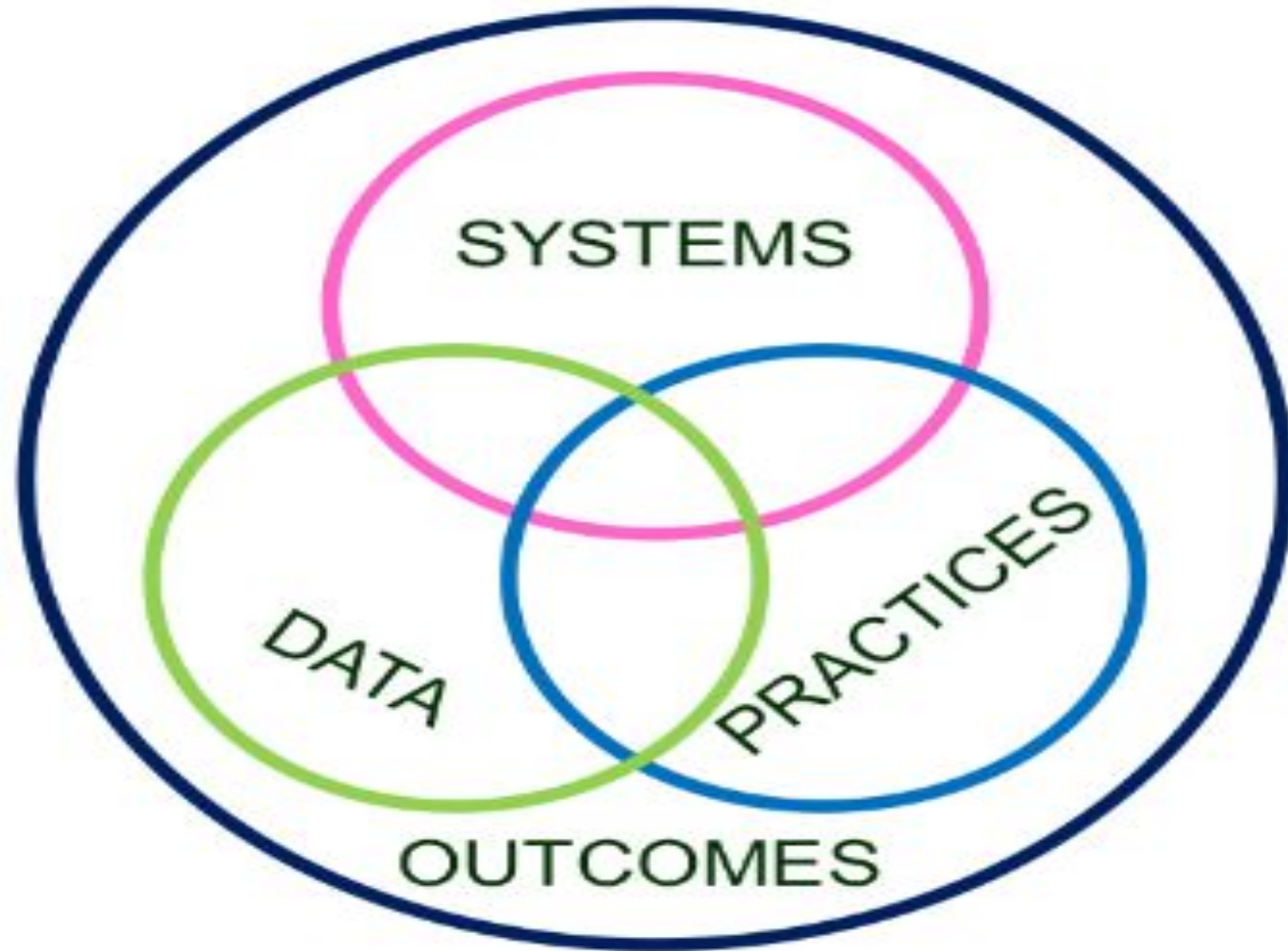
# What Data Informs Your Need to Change?

What needs to change?  
What are your goals?

**05:00**



# What data are we using?



# An Example

To understand and improve transportation for all students, Best School Division (BSD) needs to know which barriers contribute to missed instructional time caused by misalignment between bus arrivals and the start of instruction. To improve transportation for all students, BSD needs to identify barriers that contribute to missed instructional time due to the misalignment between bus arrivals and class start times. BSD transportation dept will want to know how many routes there are, the average time, and the frequency of rerouting due to changes and how these vary. With those insights, the BSD transportation dept will be able to find key trends and data points to support decision-making. Best of all, the BSD transportation dept will be able to take actions such as hiring/training an appropriate number of drivers and/or engaging community partners, which will help the organization achieve the reallocation of resources and, equally important, equal access to instructional time.

# Your Data Story

## *A brief data story abstract*

Story: **TITLE**

To understand and improve **TOPIC AREA**, **YOUR AUDIENCE** needs to know the answer to **KEY QUESTION** and **KEY QUESTION**. **YOUR AUDIENCE** will want to know **KEY METRICS** and how it varies by **DIMENSIONS**. With those insights, **YOUR AUDIENCE** will be able to find key **DRIVERS OR OUTLIERS OR INSIGHTS**. Best of all, **YOUR AUDIENCE** will be able to take actions such as **EXAMPLE ACTION** which will help their organization achieve **ORGANIZATIONAL GOAL** and, equally important, let them achieve **PERSONAL GOAL**.

# Your Data Story: The MadLibs Version

1. Topic Area of Concern/Interest for your division/school
2. Audience that might be most interested/impacted
3. Two Key Questions you have about this topic
4. A way to find out the answer
5. A possible variable for this answer
6. What is a driver of this topic?
7. What gets in the way or is an outlier?
8. One action that might help reach a goal
9. A goal for your school
10. A particular skill or goal for the staff

## What is the story your data is telling about your students?

Be precise! Describe who, what, when, where and why! The more precise the story, the more efficient and effective we can be in our decision-making!

Again please tell the story through the lens of both **division** and **pilot school** data.

| Your Data Story                                         |  |
|---------------------------------------------------------|--|
| Topic Area of Concern/Interest for your division/school |  |
| Audience that might be most interested/impacted         |  |
| Two Key Questions you have about this topic             |  |
| A way to find out the answer                            |  |
| A possible variable for this answer                     |  |
| What is a <u>driver</u> of this topic?                  |  |
| What gets in the way or is an outlier?                  |  |
| One action that might help reach a goal                 |  |
| A goal for your school                                  |  |
| A particular skill or goal for the staff                |  |

# Data Informed Decision Making Story



**What is the story your data is telling about your students?**

Be precise! Describe who, what, when, where and why! The more precise the story, the more efficient and effective we can be in our decision-making!

Again please tell the story through the lens of both ***division and pilot school*** data.



10:00

# Documents Support Each Other



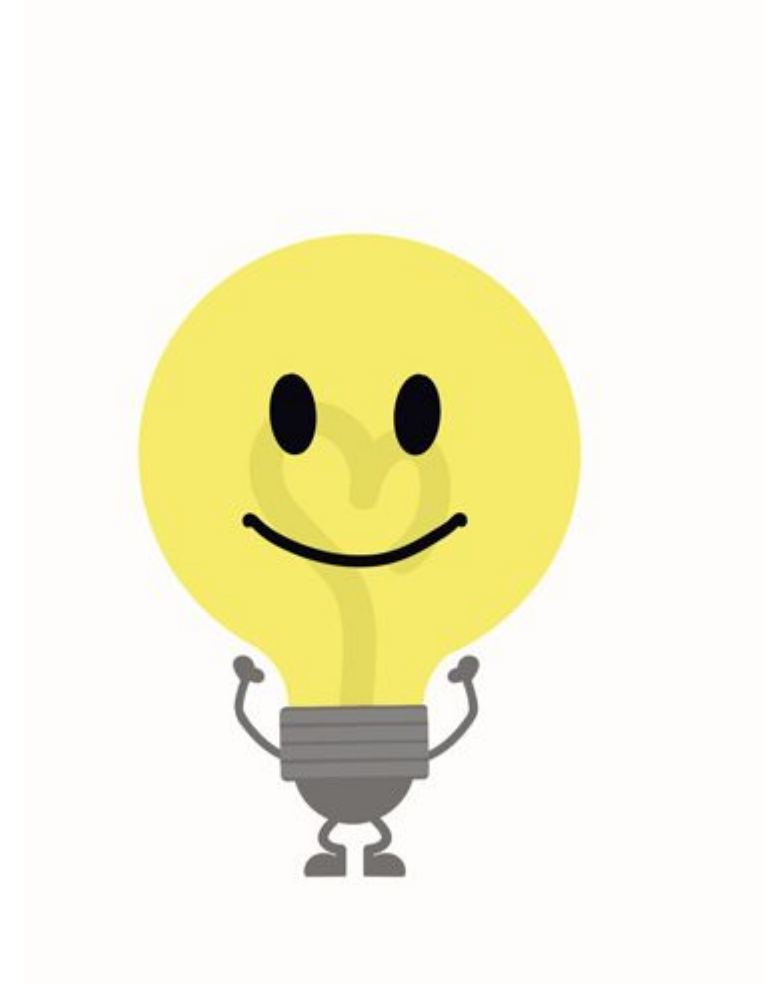
|                                                                                                                                      |                      |                                          |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------|-------------------------------------|--------------------------------------|
| Domain I: Academic Supports                                                                                                          |                      | Content Area: Choose an item.            |                                     |                                      |
| Barrier(s):                                                                                                                          |                      |                                          |                                     |                                      |
| SMART Goal Statement:                                                                                                                |                      |                                          |                                     |                                      |
| (Evidence-based) Strategy Name:                                                                                                      |                      | Description:                             |                                     |                                      |
| Tier of Evidence: Choose an item.                                                                                                    |                      |                                          |                                     |                                      |
| Student Measure #1:                                                                                                                  |                      | Student Measure #2:                      |                                     |                                      |
| Staff Measure #1:                                                                                                                    |                      | Staff Measure #2:                        |                                     |                                      |
| Action Plan                                                                                                                          |                      |                                          |                                     |                                      |
| Action Steps<br>(Describe the step and include who will implement and how often it will be implemented)                              | Start of Action Step | End of Action Step                       | Position Responsible for Monitoring | Budget (local, state, federal funds) |
|                                                                                                                                      |                      |                                          |                                     |                                      |
|                                                                                                                                      |                      |                                          |                                     |                                      |
|                                                                                                                                      |                      |                                          |                                     |                                      |
|                                                                                                                                      |                      |                                          |                                     |                                      |
| Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. |                      |                                          |                                     |                                      |
| Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.             |                      | Analysis: Address impact and next steps. |                                     |                                      |
| Evidence of Progress (update monthly)                                                                                                |                      | Analysis of Progress (update monthly)    |                                     |                                      |
|                                                                                                                                      |                      |                                          |                                     |                                      |
|                                                                                                                                      |                      |                                          |                                     |                                      |

# To win at Level Two:

1. Can you describe a **Tiered Framework**?
2. Can you define: Outcome, Fidelity and Systems?
3. How can you use data to identify areas for growth within core components?



# How's and Wow's with Friends



# Homework: Be Ready to Share!



# GAME TIME

As part of the MTSS Level Up event, divisions are asked to bring a celebration of their MTSS work to showcase a BRIGHT SPOT during an interactive networking session.

This is an opportunity to share successful implementation, strategies, tools, and lessons learned while engaging with colleagues across divisions—because collaboration and teamwork are essential to advancing to the next world.

TUESDAY, 22 JULY 2026

Showcase topics should reflect your bright spot and share where you are in your MTSS story. Topics can include but not limited to:

- Family Engagement
- Early Childhood Programming Alignment and Transitions
- Chronic Absenteeism
- Building Problem Solving Processes
- Building your Coaching Teams
- Data Informed Decision Making

WORK WITH YOUR MTSS SYSTEMS COACH AND DIVISION TEAM TO DEVELOP YOUR SHARE FAIR TOPIC.

This time will be a team effort. Here is a checklist to get you started:

- **Choose a topic** based on your current work in an area that you are attending this year, or reflect back on last year if you've developed and improved a focus area.
- Consider how you will **display your content**. Some may consider is a tri-fold poster with examples on the table. Some teams have created Powerpoints and run the Powerpoint on a loop and present as folks come by.
- Consider a **take-a-way** for other divisions to take with them so they can network with you at a later time, and they have a tangible product of your great work! We expect 100 participants for copying purposes.
- Select who will **present and share**, and make sure others from your team are walking around **gathering items and networking**. We truly desire for this to be a time networking and sharing!



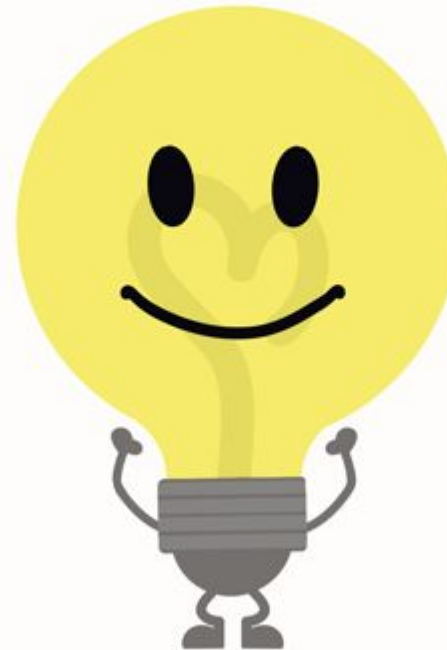
Adobe Stock | #1396209994



**Foundations for New Team Members,  
Fuel for Veterans**

**July 21-22, 2026**

# Reconnect with Hows and Wows



# WOWs

# HOWs

# Community Agreements

|                |                                                                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be Responsible | <ul style="list-style-type: none"><li>● Take care of your needs.</li><li>● Share your questions with the group.</li></ul>                                                                                                       |
| Be Respectful  | <ul style="list-style-type: none"><li>● Respect others intentions</li><li>● Honor the impact of your words</li><li>● Earnestly move toward completing tasks during team work time</li></ul>                                     |
| Be Engaged     | <ul style="list-style-type: none"><li>● Ask what you need to know to understand and contribute.</li><li>● Stay present</li><li>● Listen to others attentively.</li><li>● Share your expertise, information and ideas.</li></ul> |

# Materials: Here You Go-Go!



***Look out for this icon on the slides.*** We have created a note catcher for you to keep a track of your game plan today! All other documents below are in your table folder.

**LEVEL UP YOUR MTSS: FOUNDATIONS FOR NEW TEAM MEMBERS, FUEL FOR VETERANS**

Welcome! Over the next two days, we hope to create opportunities for engagement and reflection with your team. Whenever you see the "Level Up" logo on a slide, have created workspace in this document to record your ideas! Be sure to take time to record your new moves as we explore our game play in MTSS!

| Team Role | Goals & objectives |  |
|-----------|--------------------|--|
| Day 1     |                    |  |
| Day 2     |                    |  |

**Core Components**

- Aligned Organizational Structures
- Problem Solving Process
- Tiered Continuum of Supports
- Systematic Implementation
- Evaluation

**Features**

- Leadership and Training
- Professional Learning
- Operating Routines and Procedures
- Coaching Systems
- Data Collection and Management Systems
- Data-Informed Decision Making
- Relational Improvement
- Selection and Dis-Solution Processes
- Integration of Evidence-Based Practices
- High-Quality Instruction
- Process for Access
- Capacity Building
- Program Monitoring
- Phased Approach
- Fidelity of Systems and Practices
- Process for Assessment and Evaluation
- Plan for Discontinuation
- Identified Valued Outcomes

**MTSS**  
VIRGINIA DEPARTMENT OF EDUCATION

Building sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students.



**Coaching Service Delivery Plan for Division-Wide MTSS**

|                                                         |                                                          |                                                                             |                                                                                           |
|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Division Name                                           |                                                          |                                                                             |                                                                                           |
| Date Initiated                                          |                                                          |                                                                             |                                                                                           |
| Gradual Release Model                                   | <input type="checkbox"/> CSDP completed by State coaches | <input type="checkbox"/> CSDP completed in collaboration with State coaches | <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |
| Data to Support the Need                                |                                                          |                                                                             |                                                                                           |
| Alignment with Core Components & Features               | Aligned Organizational Structures                        | Problem-Solving Process                                                     | Tiered Continuum of Supports                                                              |
|                                                         | N/A                                                      | N/A                                                                         | N/A                                                                                       |
|                                                         | N/A                                                      | N/A                                                                         | N/A                                                                                       |
|                                                         | N/A                                                      | N/A                                                                         | N/A                                                                                       |
|                                                         | Systematic Implementation                                | Evaluation                                                                  |                                                                                           |
|                                                         | N/A                                                      | N/A                                                                         |                                                                                           |
|                                                         | N/A                                                      | N/A                                                                         |                                                                                           |
|                                                         | N/A                                                      | N/A                                                                         |                                                                                           |
| SMART GOAL(S):<br>1.<br>2.<br>3.                        |                                                          |                                                                             |                                                                                           |
| Description of Systems & Support Structure for Coaching | Division Leadership Team                                 |                                                                             |                                                                                           |
|                                                         | District Coordinators/Coaches                            |                                                                             |                                                                                           |
|                                                         | School Building Coaches                                  |                                                                             |                                                                                           |

\*Based on NWEA Service Delivery Plan (adapted with permission), Wisconsin's MTSS, & Kentucky Service Delivery Plan

# Level Up Your Team Game



# Learning Intentions

1. Participants will increase their understanding and apply the core components of the VTSS/MTSS framework to evaluate the fidelity of their current MTSS implementation.
2. Given their division's data profile and stages of implementation, participants will prioritize a minimum of two context-specific, high-leverage action steps to improve their division's MTSS implementation.
3. Share our learning and network with colleagues.
4. Participants will utilize their coaching service delivery plan and other relevant implementation data for the extended team time with their VTSS State Systems Coaches, which clearly articulates a measurable implementation goal and the necessary support required to achieve it.

# Level Three: Share Fair and Reset

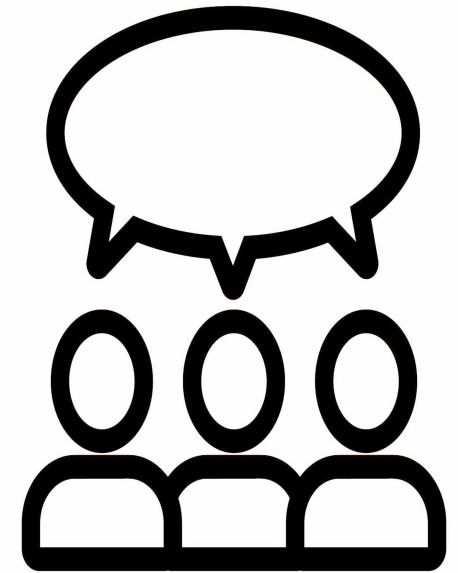
1. Engage in opportunities to **learn from and network** with other VTSS school division personnel
2. Identify **two possible leverage points** to improve MTSS implementation plan.

# Discussing Game Play

As you listen in to the divisions...

- What do you want more information about?
- What do you still wonder?
- Do you need to unlock a division's "secret moves" to maximize your gaming potential? Spend some time brainstorming questions for them.

Be sure to jot down your questions as they share!



# Share Out!

MTSS Level Up Share Fair  
July 21-22, 2026

| Division            | Topic | Contacts                                                                                                                                               | VTSS Coach                                                                            |
|---------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| King William County |       | Brooke Davis                                                                                                                                           |                                                                                       |
| Norfolk             |       | Monica Williams<br>Dennis Moore<br>Anne Burney<br>Cynthia Nowitzky<br>Justin Smith<br>Deena Johnson<br>Nina Cameron<br>Laurel Masterson<br>Jerri Smith |                                                                                       |
| Petersburg          |       | Nathan Harris<br>Ruth Anderson<br>India Johnson<br>Mone't Durden- Yeboah<br>Mariln Osborne<br>Napoleon Hailstock                                       |                                                                                       |
| Portsmouth          |       | Jac'Quail Jones<br>Rita Charity                                                                                                                        |                                                                                       |
| Suffolk             |       | Cindy Devers                                                                                                                                           |  |

Each division will have 5-7 minutes to share out their brightspot or celebration.

After sharing, be prepared to unlock your secrets with other divisions!!

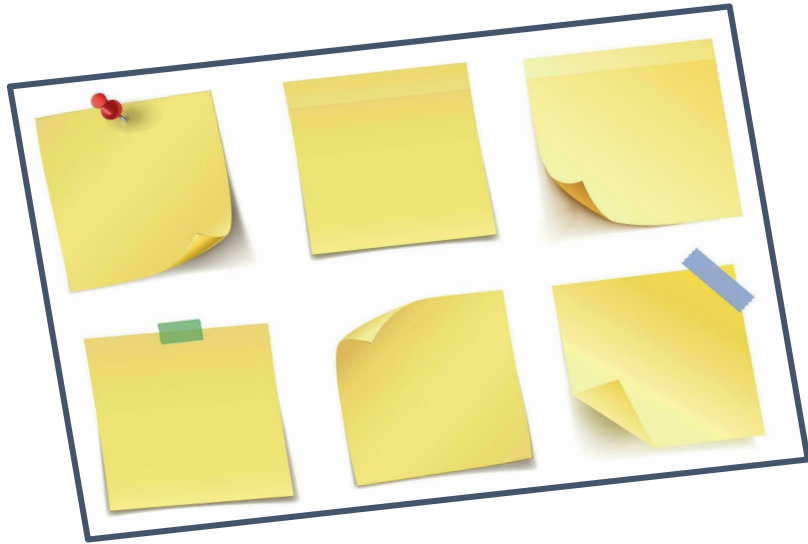


# Barriers

Thinking about your own experience, jot down **one barrier** you've encountered when trying to implement system /MTSS work on **one** sticky.

More than one barrier? Use another sticky note!

# Sorting Barriers

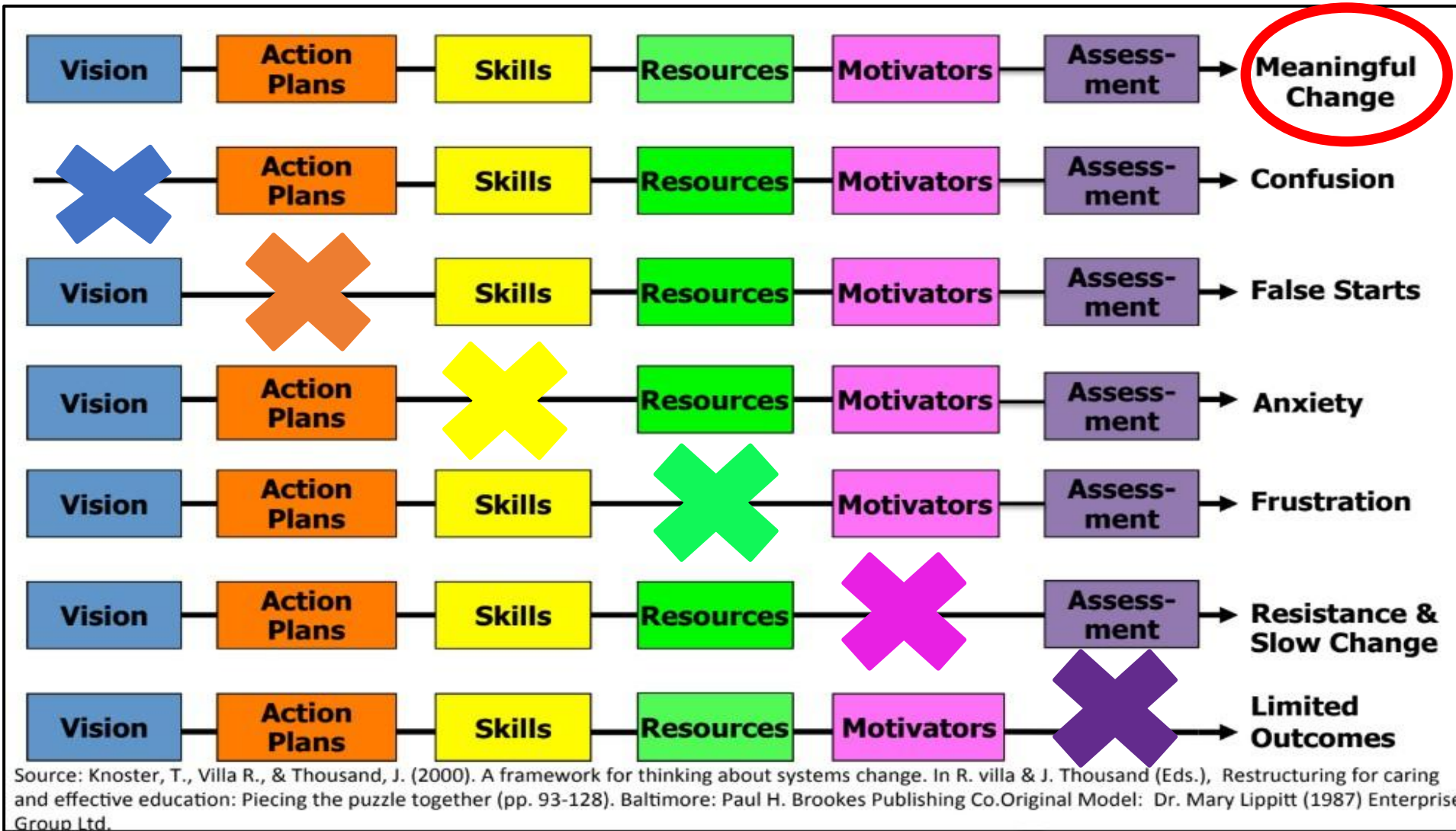


**Share out your post its!**

1. Review the headings below.
2. As a table team, sort your barriers under the most appropriate heading.
3. Discuss where most of the barriers landed. Why do you think this is so?



# What Missing Elements Might Be Freezing Our Work?

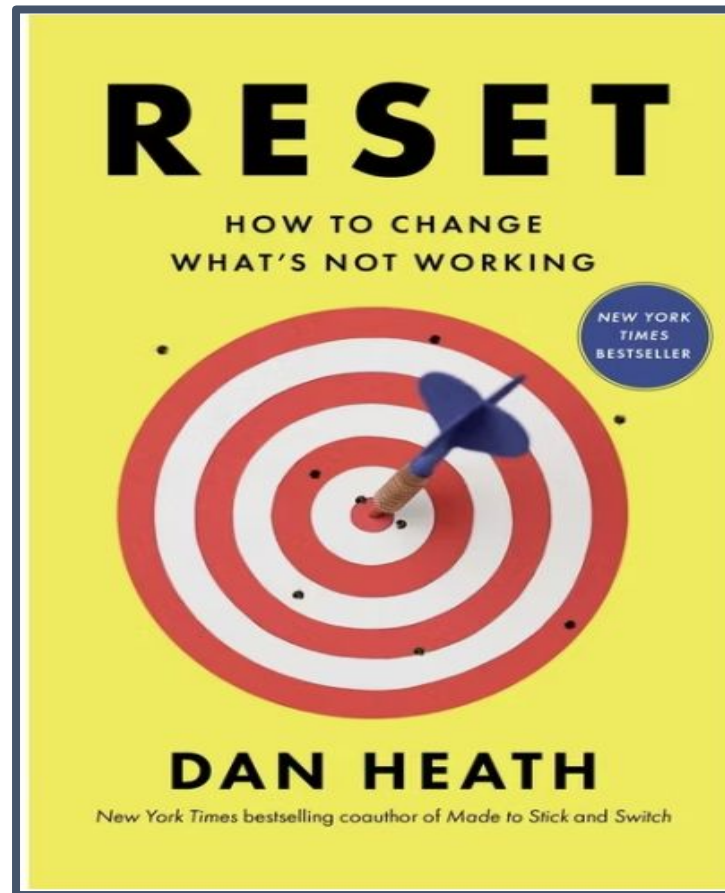


# Resetting Our Systems

**“Every system is perfectly designed to get the result that it does.”**

**W. Edwards Deming**

# Now What?



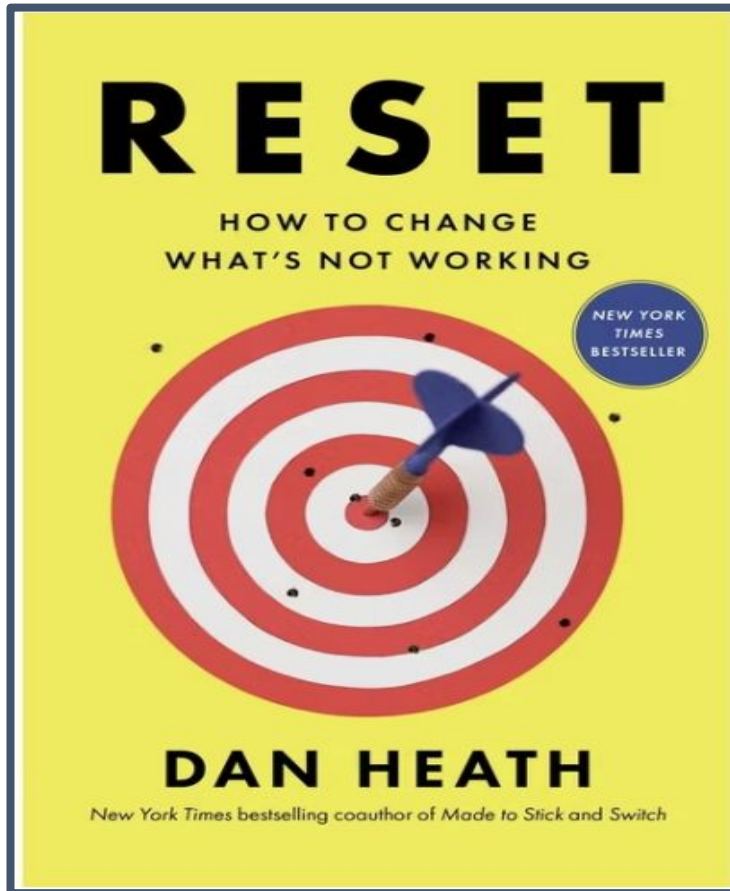
# The Miracle

“Imagine in the middle of the night tonight, as you are sleeping, a miracle happens...the problem you are stressed about has been solved.

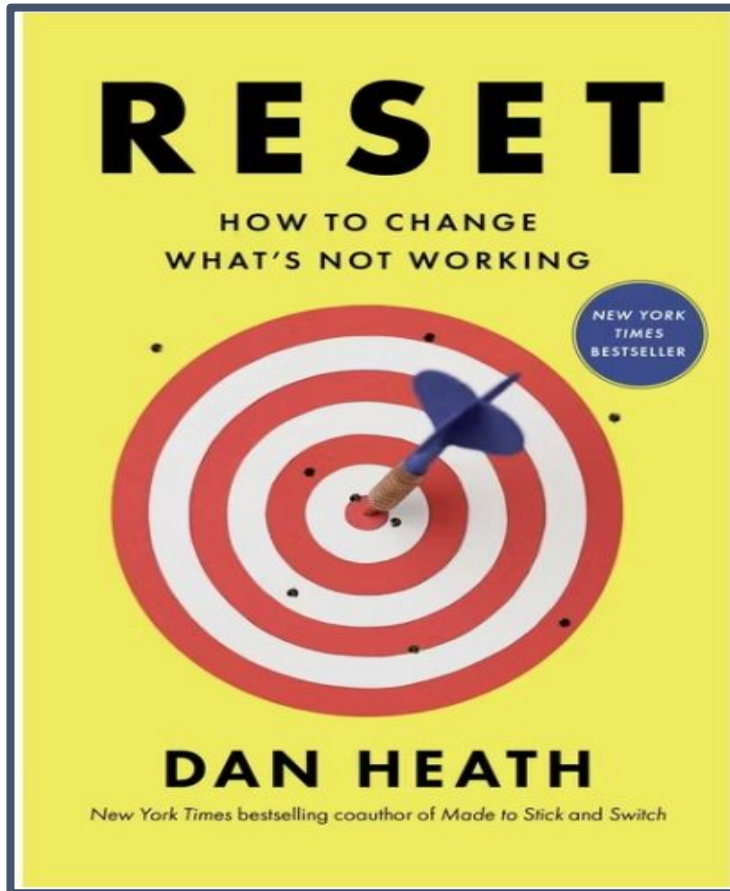
Poof! Gone.

What are the first things you notice, as you start your day, that reveal to you that the miracle happened?”

Dan Heath, Reset (2025), page 30



# The Miracle Question



We wake up tomorrow and our ***system shifted and we improved one core component of our MTSS implementation*** ...what are the first things we notice?

# Change Something

"You can't change everything.  
You can't change *most* things.  
You can't even change a  
respectable fraction of things!  
But...you can change *something*.  
**A well-chosen something."**

-Dan Heath, Reset  
(2025)

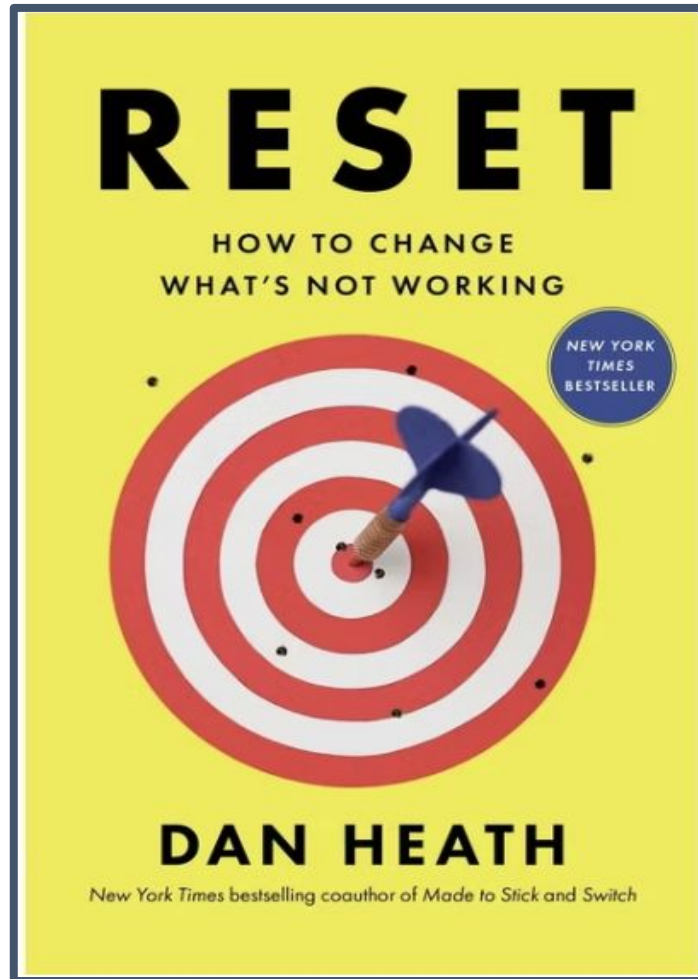
# Determining Leverage Points

How do we investigate  
points of change  
where **small** investments  
yield **BIG** returns?

“The biggest challenge you have in thinking about systems is becoming aware of your assumptions, because assumptions almost always drive how you view the system.”

-Steven Hamburg  
Environmental Defense Fund  
**Reset** (2025) Heath, pg 89

# Go and See the Work



**Karen Ritter**  
Assistant Principal, Chicago

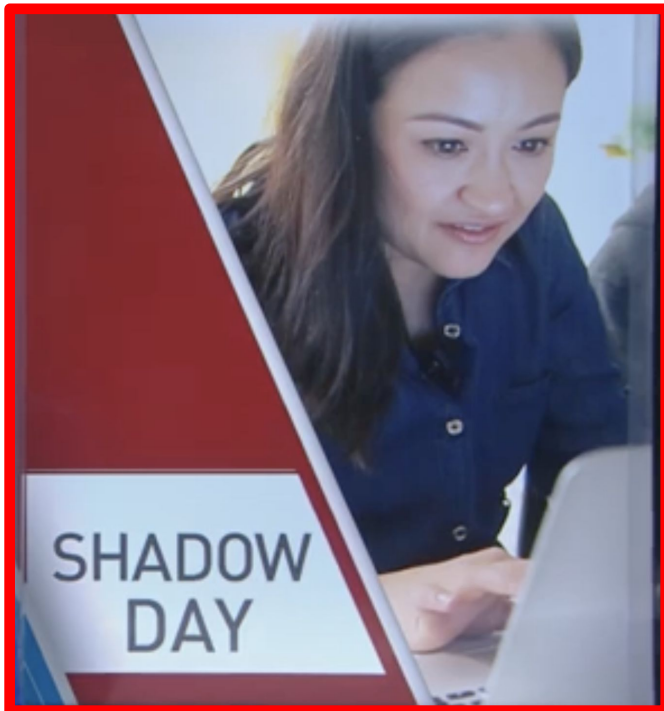
# Looking for Ways to Improve

## Identified Two Leverage Points

- Reconsider the automatic slotting of students into double-length remedial periods
- Encouraging faculty to be more interactive in their classrooms

## Looking for More Leverage Points

- *"I think I will do some more shadow experiences with an ELL student, with a special-ed student, with an AP-level student, because I think they do have different experiences here"*



# Be Like Karen! Go See the Work!

- Make time for observations
- Are we oblivious or acclimated?
- No more Guess-a-thons
- Ask: Do ***I*** understand how this system works?
- Perceive the work with FRESH eyes

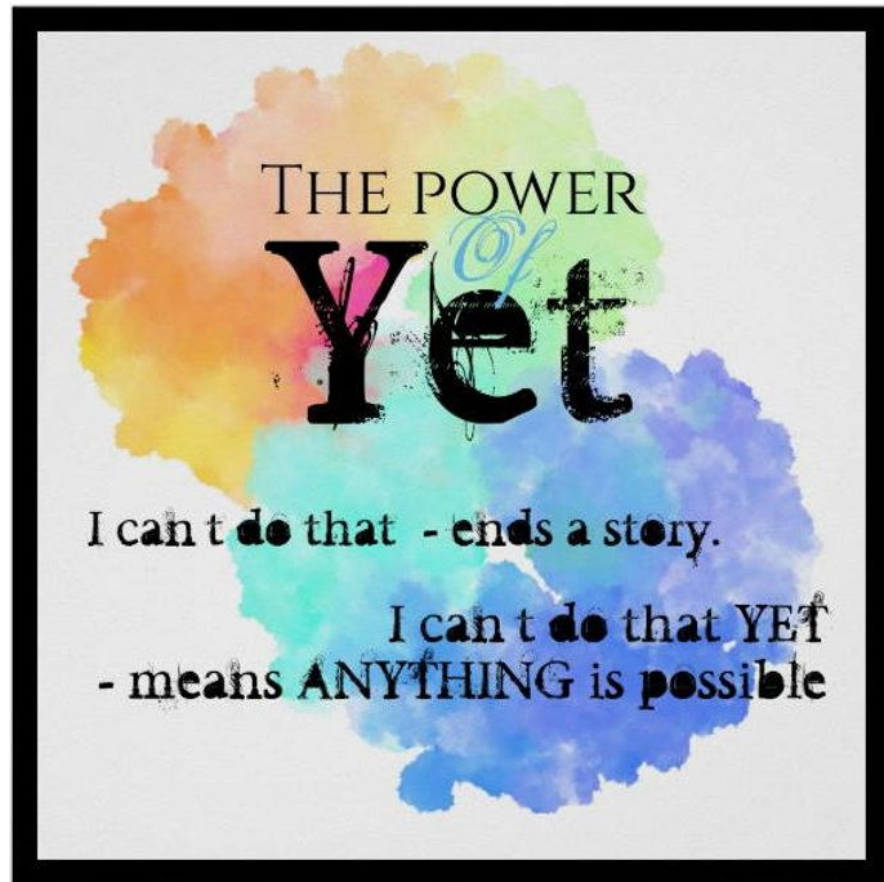


# Notice and Wonder



- How might going to see the work help with analyzing the implementation of MTSS?
- How will you ensure to view the work with “fresh eyes”?
- What systematic understanding might you be interested in developing around family engagement?

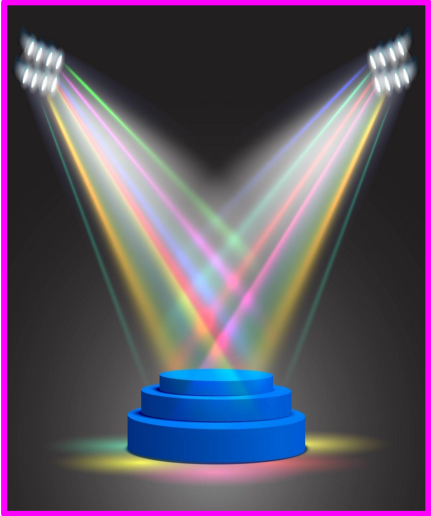
# "I GIVE UP!"



Let me try  
another  
way.

# Try Another Way: Bright spots!

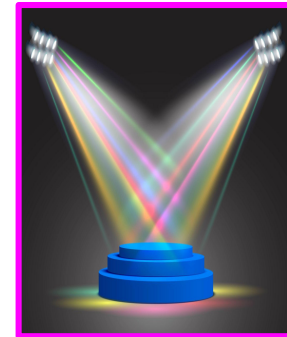
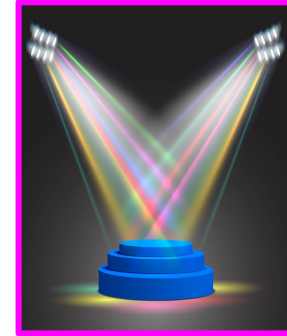
## Bright Spot



*Identify and understand* the circumstances of the success



*Replicate* the circumstances and conditions of the success

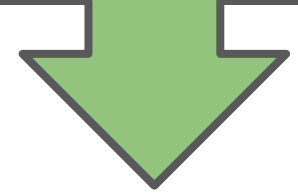


"Restack your resources so they push in the same direction."



"Out of all the things you ***could*** do, what is the one thing you ***should*** do?"

The boulder NOT moving isn't because of LACK of effort!



# Notice and Wonder



- What are the bright spots you would like to scale up in your division? A pilot school?
- How might seeking out and replicating bright spots contribute to building sustainable systems?

# Challenging Assumptions

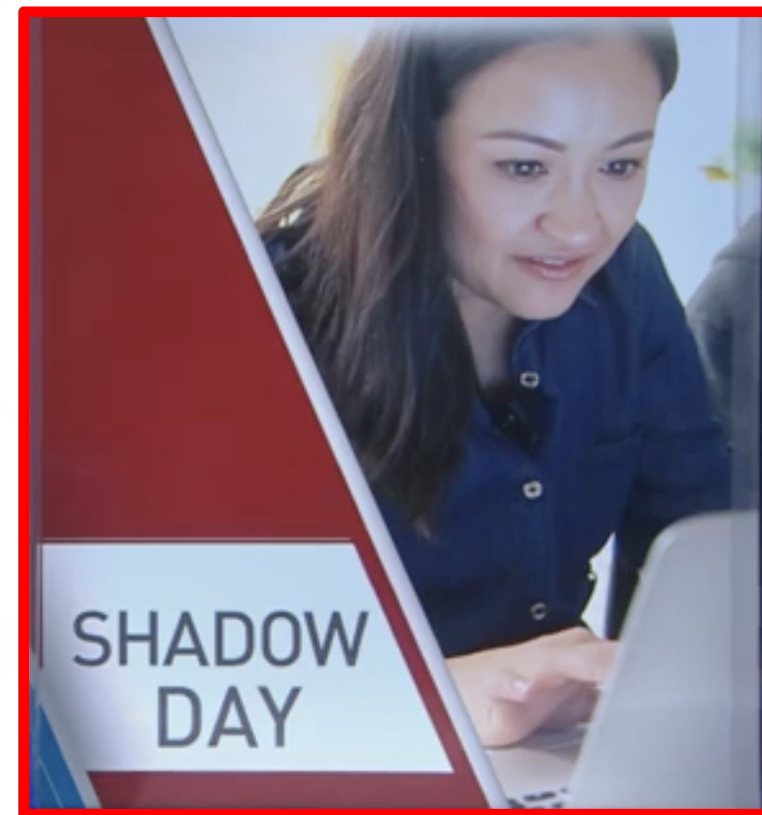
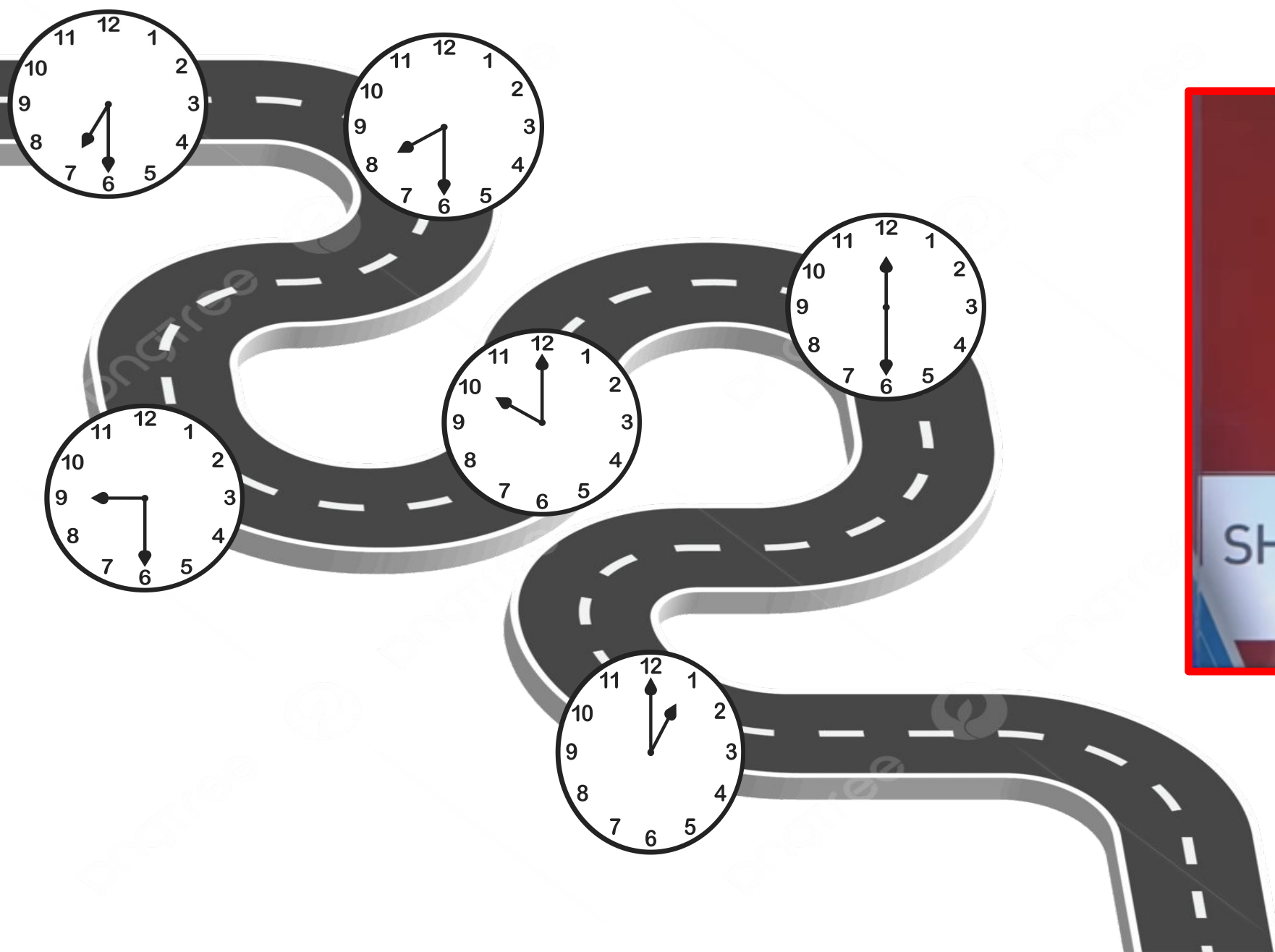
“The biggest challenge you have in thinking about **systems** is becoming aware of your assumptions, because assumptions almost always drive how you view the system.”

-Steven Hamburg  
Environmental Defense Fund  
**Reset** (2025) Heath, pg 89

# Mapping the System

- My team = My silo
- One piece of the 1000 piece puzzle
- Zoom Out!
- Mapping allows us to challenge assumptions
- Empathy Interviews: Listen to those doing the work; Allows us to gain systemic understanding quickly

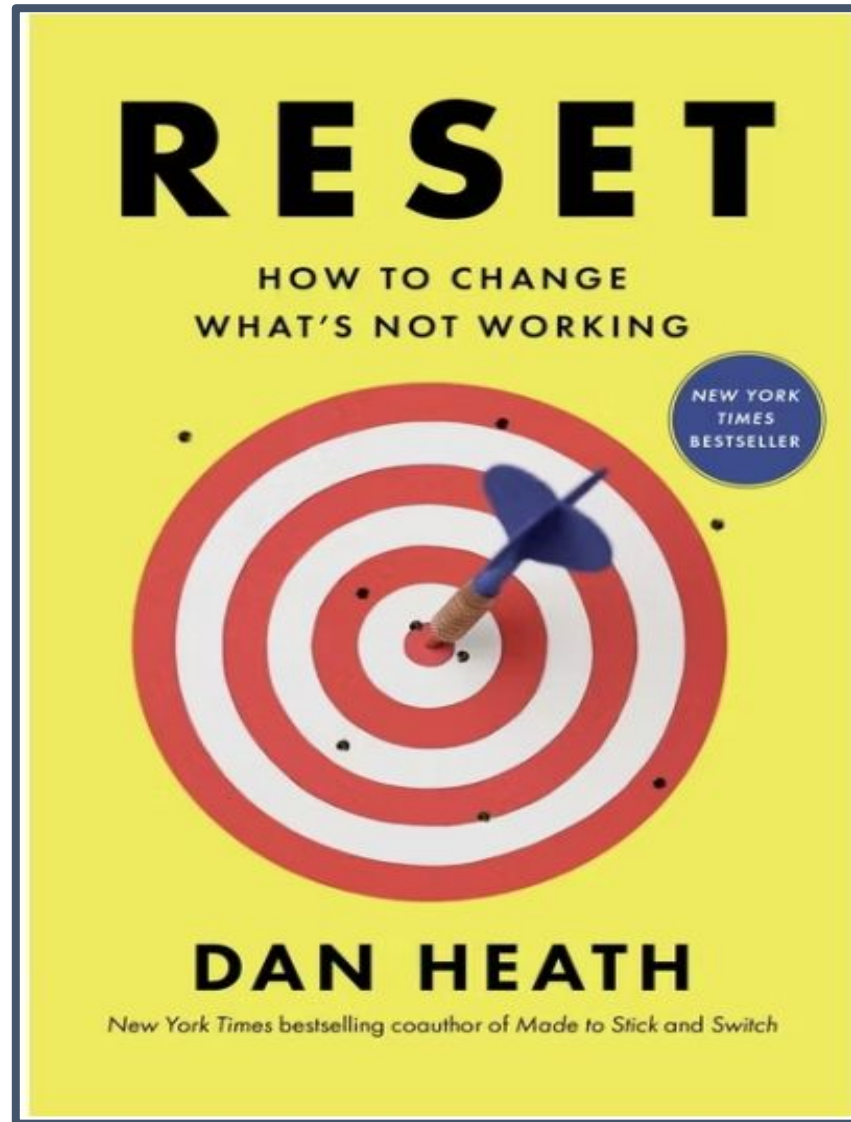




# Notice and Wonder



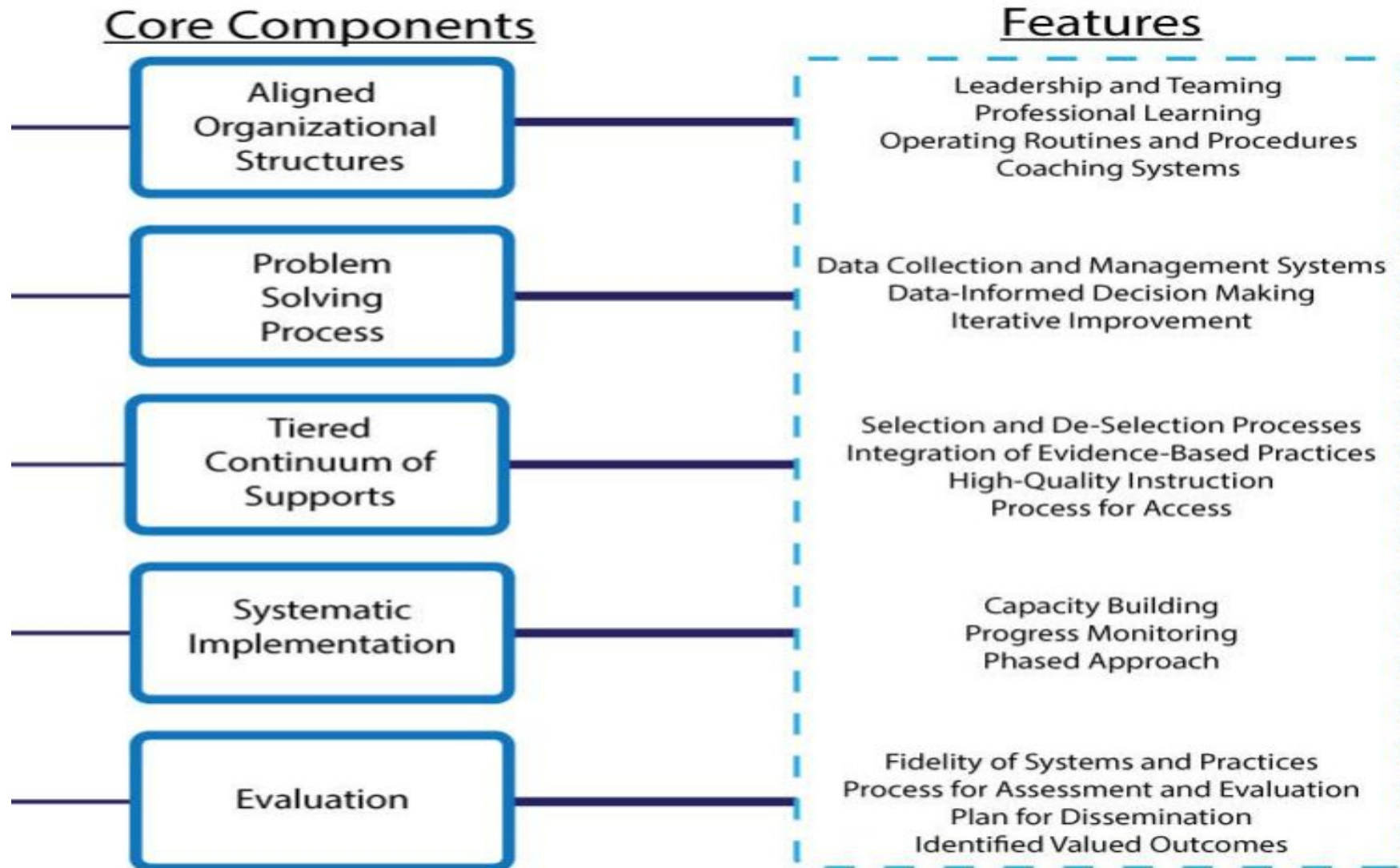
- Would mapping current initiatives help see possible leverage points more clearly?
- Do I need to “interview” teachers to get a better perspective of what others perceive as not working?



What are parts in the MTSS systems that may have to be “reset” to do the work you do **NOW**?

What tasks on our leadership teams present possibilities to go see the work, explore bright spots and map our system in order to identify leverage points ?

# Determining Possible Leverage Points



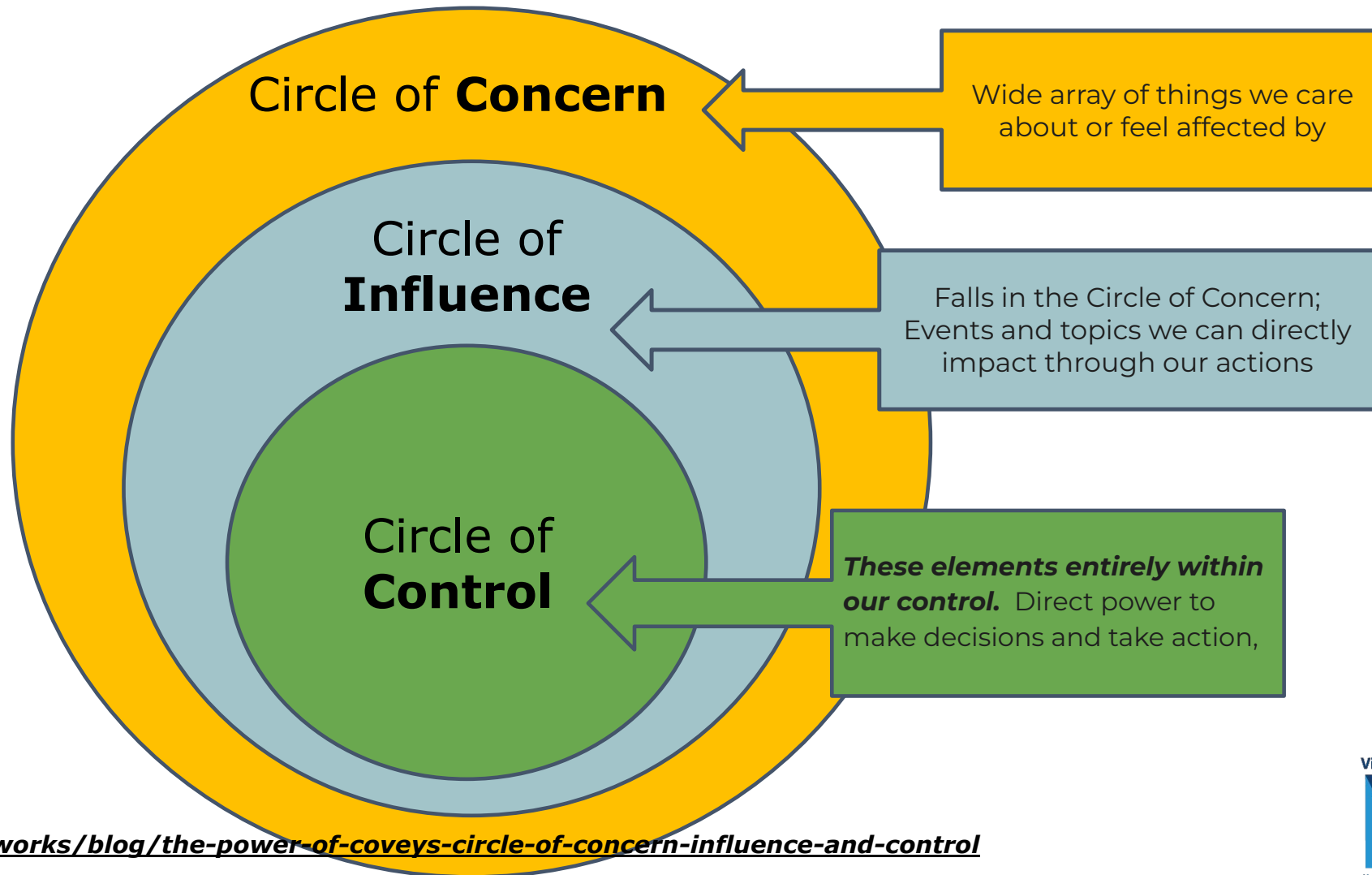
# Pause to Process: Fickle Finger



At the facilitator's signal, team members in each small group point to the individual on their team who they want to be the spokesperson.

The person with the **most fingers pointing at them** becomes the **spokesperson for the group!!**

# Covey's Circle of Concern, Influence, and Control



**What MTSS work is within  
your sphere of control or  
influence?**

**What is your next step in  
building your collaborative  
systems for your division?**



# Next Steps

## Brainstorm with Your Team:

Given your division's data profile and stages of implementation, ***what might your division prioritize as two context-specific, high-leverage action steps*** to improve your division's MTSS implementation.

Be prepared to share!

# Pause to Process: Fickle Finger 2

At the facilitator's signal, team members in each small group point with their finger to the individual on their team who they want to be the spokesperson.

**Change Up:** The person with **most fingers** pointing at them **picks someone else** in the group to be the spokesperson.



# To win at Level Three:

1. What were your takeaways, aha's or wonderings from other VTSS school division personnel's **share fair** topics?
2. What might be **two possible leverage points** to improve your MTSS implementation plan?

# Time for Lunch



# Level Four: Planning with Coaches

1. Identify **focus areas, core competencies**, and **measurable implementation goals** for your CSDP with support of your VTSS State Systems Coach.
2. Review goals to ensure **coaching efforts** are targeted around **two to three core components**.
3. Review Coaching Service Delivery Plans and examine the connection to current implementation and outcomes, including a **plan for professional development**.

# Coaching Service Delivery Plan

## SYSTEM COACHING SERVICE DELIVERY PLAN TEMPLATE

### Background

The Coaching Service Delivery Plan (CSDP) is a proactive approach to purposeful and supportive coaching. It specifies the coaching elements that will promote quality service delivery and serve as the basis for continuous MTSS improvement. The CSDP details the responsibilities within a continuum of coaching supports and is adjusted over time - always with the goal of aligned systems and improved services and outcomes for all.

When developing the coaching service delivery plan, consider the following:

1. **DATA TO SUPPORT THE NEED:** What data points led us to decide upon the given focus areas, such as qualitative and quantitative data that informs or requires further action addressed in the plan?
2. **FOCUS AREAS:** What are the concepts, skills, or areas to be coached? What is the goal for improved implementation as a result of coaching support? Frame the goal(s) around the focus areas and identify effectiveness measures (e.g., DCA items, observation, product reviews, survey results).
3. **DESCRIPTION OF SYSTEMS & SUPPORT STRUCTURE FOR COACHING:** What supports are required at each level of the coaching infrastructure within the division?
4. **COACHING PROCESS:** What coaching process or processes (e.g., direct observation, documentation/data review, modeling, co-facilitating, coaching conversations, fading process, consultation) will be used? Outline strategies and support needed to develop the team's knowledge, skills and abilities. How will coaching support be provided for the Focus Area(s) selected?
5. **FREQUENCY:** How often will the coaching processes be used? How will the frequency be adjusted as practitioners or instructional staff gain experience and grow in their skill competency?
6. **FEEDBACK & COMMUNICATION PLANS:** How will bidirectional feedback take place between the levels? What - if any - documentation will be provided for feedback? Is there a specific form the team has committed to? What is the timeline for providing feedback?
7. **PLAN FOR MONITORING ADHERENCE:** Review, document, and update your coaching plan at a minimum two times per year. Review the progress toward your SMART objective. Are you on track to meet your SMART goal within the identified timeline? Are adjustments necessary? If yes, refine components of the plan in the documentation.

## Coaching Service Delivery Plan for Division-Wide MTSS

|                       |                                                          |                                                                             |                                                                                           |
|-----------------------|----------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Division Name         |                                                          |                                                                             |                                                                                           |
| Date Initiated        |                                                          |                                                                             |                                                                                           |
| Gradual Release Model | <input type="checkbox"/> CSDP completed by State coaches | <input type="checkbox"/> CSDP completed in collaboration with State coaches | <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |
| Data to Support the   |                                                          |                                                                             |                                                                                           |

|  | Problem-Solving Process | Tiered Continuum of Supports |
|--|-------------------------|------------------------------|
|  | NA -<br>NA -<br>NA -    | NA -<br>NA -<br>NA -         |
|  | Evaluation              |                              |
|  | NA -<br>NA -<br>NA -    |                              |

Adapted with permission, Wisconsin, Michigan, & Kentucky Service Delivery Plan

-2-

What **data points** led us to decide upon the given **focus areas**, such as qualitative and quantitative data that informs or requires further action addressed in the plan?

What are the **concepts, skills, or areas** to be coached?

## Coaching Service Delivery Plan for Division-Wide MTSS

|                                                         |                                                          |                                                                             |                                                                                           |
|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
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| Data to Support the Need                                |                                                          |                                                                             |                                                                                           |
| Alignment with<br><u>Core Components &amp; Features</u> | Aligned Organizational Structures                        | Problem-Solving Process                                                     | Tiered Continuum of Supports                                                              |
|                                                         | N/A<br>N/A<br>N/A                                        | N/A<br>N/A<br>N/A                                                           | N/A<br>N/A<br>N/A                                                                         |
|                                                         | Systematic Implementation                                |                                                                             |                                                                                           |
|                                                         | N/A<br>N/A<br>N/A                                        |                                                                             |                                                                                           |
|                                                         | SMART GOAL(S):<br>1.<br>2.<br>3.                         |                                                                             |                                                                                           |
| Description of Systems & Support Structure for Coaching | Division Leadership Team                                 |                                                                             |                                                                                           |
|                                                         | District Coordinators/Coaches                            |                                                                             |                                                                                           |
|                                                         | School Building Coaches                                  |                                                                             |                                                                                           |

What is the goal for improved implementation as a result of coaching support?

Frame the goal(s) around the focus areas and identify effectiveness measures.

-Based on [NIRN Service Delivery Plan](#) (altered with permission), Wisconsin, Michigan, & Kentucky Service Delivery Plan

-2-

What **supports** are required at each level of the coaching infrastructure within the division?

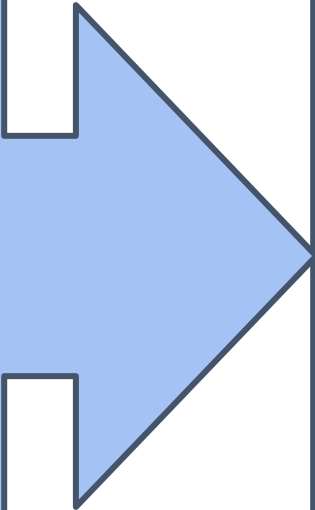
## Coaching Service Delivery Plan for Division-Wide MTSS

|                                                                 |                                                                    |                                                                                                                   |                                                                                           |
|-----------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Division Name</b>                                            |                                                                    |                                                                                                                   |                                                                                           |
| <b>Date Initiated</b>                                           |                                                                    |                                                                                                                   |                                                                                           |
| <b>Gradual Release Model</b>                                    | <input type="checkbox"/> CSDP completed by State coaches           | <input type="checkbox"/> CSDP completed in collaboration with State coaches                                       | <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |
| <b>Data to Support the Need</b>                                 |                                                                    |                                                                                                                   |                                                                                           |
| <b>Alignment with<br/><u>Core Components &amp; Features</u></b> | Aligned Organizational Structures                                  | Problem-Solving Process                                                                                           | Tiered Continuum of Supports                                                              |
|                                                                 | N/A ▾<br>N/A ▾<br>N/A ▾                                            | N/A ▾<br>N/A ▾<br>N/A ▾                                                                                           | N/A ▾<br>N/A ▾<br>N/A ▾                                                                   |
|                                                                 | Systematic Implementation                                          | Evaluation                                                                                                        |                                                                                           |
|                                                                 | N/A ▾<br>N/A ▾<br>N/A ▾                                            | N/A ▾<br>N/A ▾<br>N/A ▾                                                                                           |                                                                                           |
|                                                                 | <b>SMART GOAL(S):</b><br>1.<br>2.<br>3.                            |                                                                                                                   |                                                                                           |
|                                                                 | <b>Description of Systems &amp; Support Structure for Coaching</b> | <b>Division Leadership Team</b><br><br><b>District Coordinators/Coaches</b><br><br><b>School Building Coaches</b> |                                                                                           |

-Based on [NIRN Service Delivery Plan](#) (altered with permission), Wisconsin, Michigan, & Kentucky Service Delivery Plan

What **coaching process** or processes (e.g., direct observation, documentation/data review, modeling, co-facilitating, coaching conversations, fading process, consultation) will be used?

How will coaching support be provided for the Focus Area(s) selected?



|                                |                                                                             |                                            |
|--------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| Coaching Process               | <u>Division Coaches (State to Division)</u>                                 | <u>Building Coaches (Division to Site)</u> |
| Frequency of Coaching Support  | <u>Division Coaches</u>                                                     | <u>Building Coaches</u>                    |
| Feedback & Communication Plans | <u>Division to Building</u>                                                 | <u>Building to Division</u>                |
| Plan for Monitoring Adherence  | <u>Mid-Year Review (January):</u><br><br><u>End-Year Review (May/June):</u> |                                            |

2025-2026\_Collaborative\_Agre...

# Coaching Service Delivery Plan for Division-Wide MTSS

| Division Name                                                          | Best School Division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------|-------------------------|------------------------------|------------------------------------------------------------------------|-------------------------|-------------------------|---------------------------|------------|--|-------------------------|-------------------------|
| Date Initiated                                                         | August 4, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| Gradual Release Model                                                  | <input type="checkbox"/> CSDP completed by State coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> CSDP completed in collaboration with State coaches | <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| Data to Support the Need                                               | <p>Best School Division is currently working on rebooting with VTSS and working on the stages of implementation. Currently they have gone through awareness with the SEA Lead, and the current state coaches are working through exploration.</p> <p>Current focus is leadership/teaming to ensure they have a DLT team and that they are meeting monthly to accomplish tasks.</p> <p>The DLT's focus is building a positive school climate including workplace sense of belonging and building readiness for MTSS to ensure belief and eliminate barriers to the work.</p> <p>2024 Working Conditions Survey<br/>2025 Working Conditions Survey</p>                                                                                                                                                                                                                                                                         |                                                                                        |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| Alignment with Core Components & Features                              | <table><thead><tr><th>Aligned Organizational Structures</th><th>Problem-Solving Process</th><th>Tiered Continuum of Supports</th></tr></thead><tbody><tr><td>Leadership &amp; Teaming ▾<br/>Operating Routines and Procedures ▾<br/>N/A ▾</td><td>N/A ▾<br/>N/A ▾<br/>N/A ▾</td><td>N/A ▾<br/>N/A ▾<br/>N/A ▾</td></tr><tr><th>Systematic Implementation</th><th>Evaluation</th><td rowspan="2"></td></tr><tr><td>N/A ▾<br/>N/A ▾<br/>N/A ▾</td><td>N/A ▾<br/>N/A ▾<br/>N/A ▾</td></tr></tbody></table> <p><b>SMART GOAL(S):</b></p> <p>1. By June 2026, the division leadership team will select team members and secure roles and responsibilities as measured by meeting agendas and task completions.</p> <p>2. By January 2026, the division leadership team will have monthly meetings on the calendar including pre-meetings with the division coach to prepare for team meetings as measured by meeting agendas.</p> |                                                                                        |                                                                                           | Aligned Organizational Structures | Problem-Solving Process | Tiered Continuum of Supports | Leadership & Teaming ▾<br>Operating Routines and Procedures ▾<br>N/A ▾ | N/A ▾<br>N/A ▾<br>N/A ▾ | N/A ▾<br>N/A ▾<br>N/A ▾ | Systematic Implementation | Evaluation |  | N/A ▾<br>N/A ▾<br>N/A ▾ | N/A ▾<br>N/A ▾<br>N/A ▾ |
| Aligned Organizational Structures                                      | Problem-Solving Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Tiered Continuum of Supports                                                           |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| Leadership & Teaming ▾<br>Operating Routines and Procedures ▾<br>N/A ▾ | N/A ▾<br>N/A ▾<br>N/A ▾                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | N/A ▾<br>N/A ▾<br>N/A ▾                                                                |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| Systematic Implementation                                              | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                        |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |
| N/A ▾<br>N/A ▾<br>N/A ▾                                                | N/A ▾<br>N/A ▾<br>N/A ▾                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                        |                                                                                           |                                   |                         |                              |                                                                        |                         |                         |                           |            |  |                         |                         |

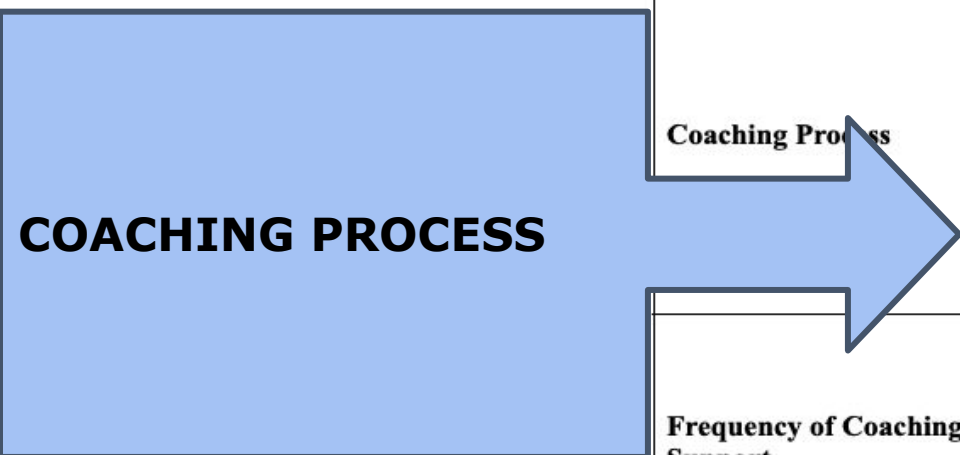
DATA

FOCUS  
AREA

GOAL

# SUPPORTS

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                       |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Description of Systems &amp; Support Structure for Coaching</b> | <div> <div>Division Leadership Team</div> <ul style="list-style-type: none"> <li>Meet monthly</li> <li>Work with State Coaches to build knowledge of MTSS</li> <li>Work with State Coaches to understand roles and responsibilities</li> </ul> </div> <div> <div>District Coordinators/Coaches</div> <ul style="list-style-type: none"> <li>Meet monthly with State Coaches</li> <li>Work with State Coaches to design implementation tasks and readiness for the division</li> </ul> </div> <div> <div>School Building Coaches</div> <ul style="list-style-type: none"> <li>N/A</li> </ul> </div> |                                                       |
| <b>Coaching Process</b>                                            | <u>Division Coaches (State to Division)</u> <ul style="list-style-type: none"> <li>State coaches will support division coaches through the exploration process and work at their pace</li> <li>State coaches will meet with the division coach as needed to answer questions and prepare for DLT meetings</li> </ul>                                                                                                                                                                                                                                                                               | <u>Building Coaches (Division to Site)</u><br><br>N/A |
| <b>Frequency of Coaching Support</b>                               | <u>Division Coaches</u> <ul style="list-style-type: none"> <li>Pre-meetings once a month</li> <li>Emails and other meetings as needed</li> <li>Phone calls as needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Building Coaches</u><br><br>N/A                    |
| <b>Feedback &amp; Communication Plans</b>                          | <u>Division to Building</u><br><br>N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Building to Division</u><br><br>N/A                |
| <b>Plan for Monitoring</b>                                         | <u>Mid-Year Review (January):</u><br>State coaches will review <u>plan</u> and work together to ensure that by <u>January</u> team is meeting and understands their roles/responsibilities.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                       |



|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
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| <b>Feedback &amp; Communication Plans</b>                          | <u><b>Division to Building</b></u><br><br>N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u><b>Building to Division</b></u><br><br>N/A                |
| <b>Plan for Monitoring</b>                                         | <u><b>Mid-Year Review (January):</b></u><br>State coaches will review plan and work together to ensure that by <u>January</u> team is meeting and understands their roles/responsibilities.                                                                                                                                                                                                                                                                                                                                                                 |                                                              |

# How do you currently plan for PD?

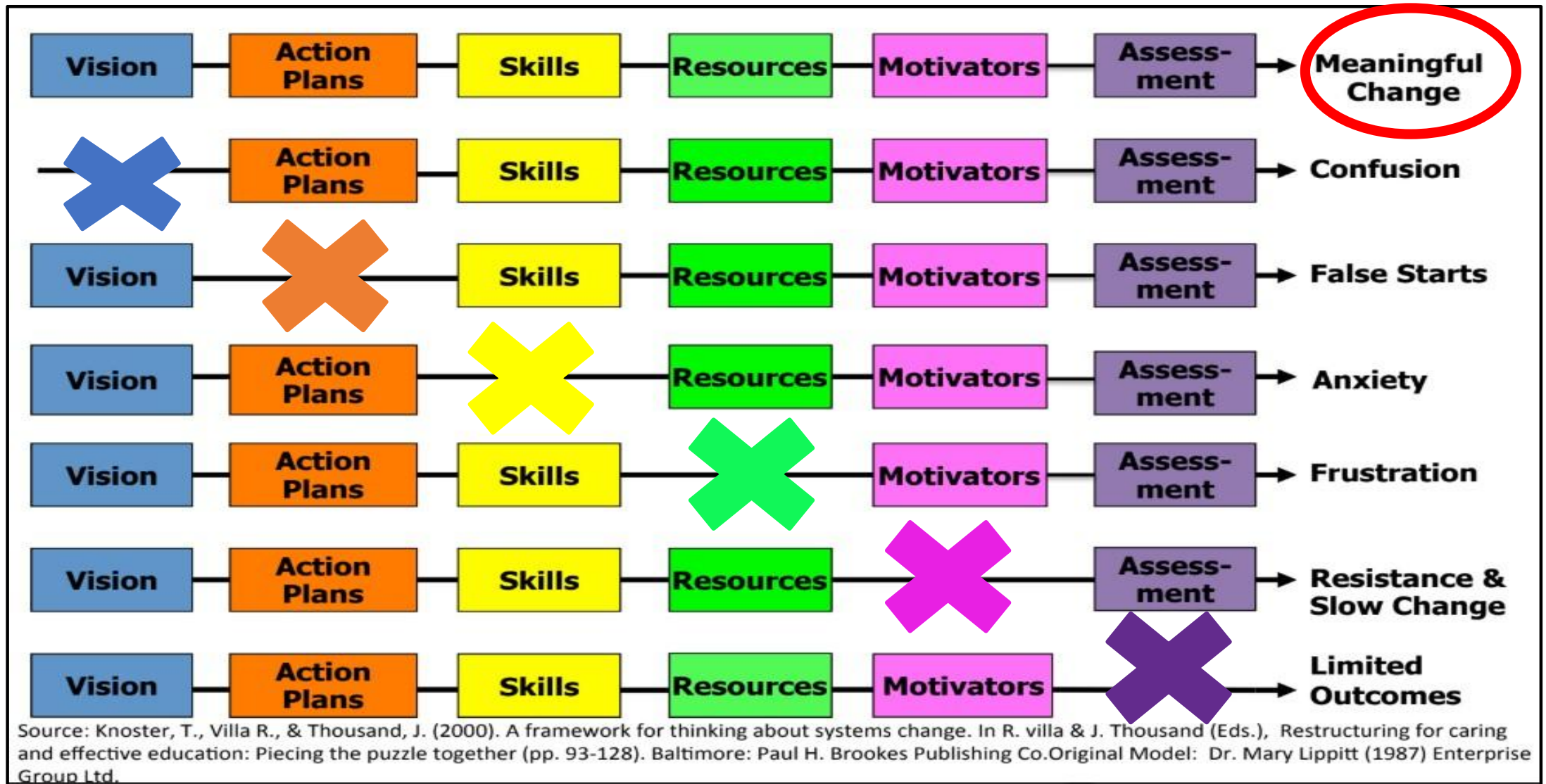


# Determine PD Plan for Division Team

## Reflect on the following:

Under what conditions would \_\_\_\_\_ professional learning be appropriate for this division?

# Managing Complex Change

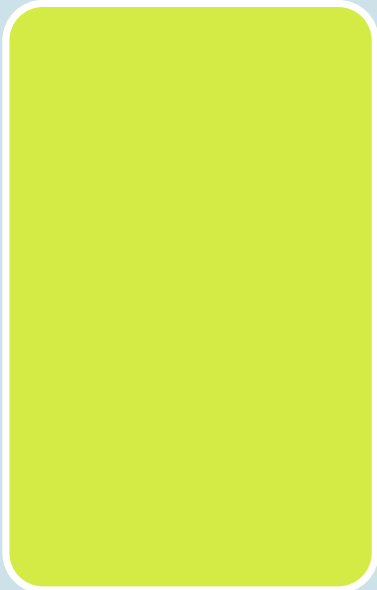


# Area of PD Focus

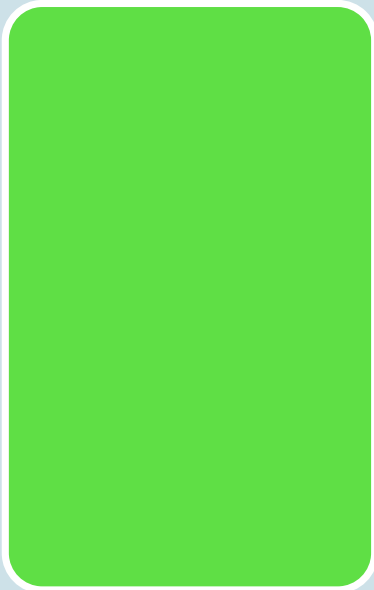
Vision



Skills  
Needed



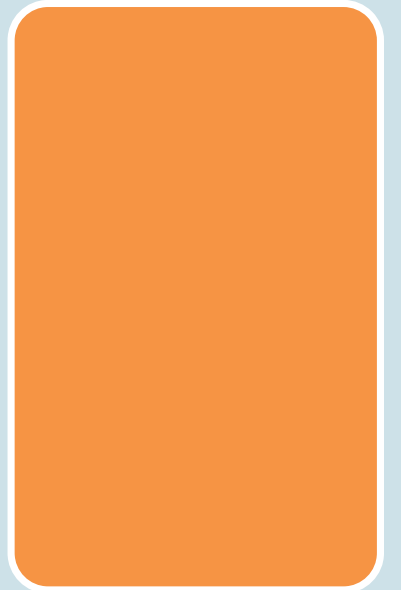
Resources  
Needed



Motivators



Action Plan



# Using our Data Story



1

25. Division has a **coaching system to support schools** in their implementation of Effective Innovations including VTSS

The coaching system is developed to ensure Building Implementation Teams and school staff have equitable access to high-quality coaching to successfully use EIs including VTSS

**-AND**

The coaching system includes the following:

- Definition of coaching
- Conditions that warrant coaching
- Prerequisite knowledge needed for coaches
- Responsibilities of coaches
- Selection guidelines for coaches (for existing or new staff that will be assigned divisions to coach)
- Allocation of time for staff to provide coaching to BITs and school staff
- Statement clarifying coaches' decision-making authority
- Coaching service delivery plan
- Communication protocol between coaches and other groups/teams internal and external to the division
- Supervision and accountability structures

**-AND**

The coaching system is consistently used

# Growing Your Coaching System

## Vision

**Develop a sustainable coaching structure that supports implementation of division initiatives**

## Skills Needed

**Facilitation of adult learning skills, observation and feedback, data informed coaching**

## Resources Needed

**Protected PD time, coaching plan, shared PD calendar**

## Motivators

**Shared leadership, clearer expectations, improved implementation outcomes**

## Action Plan

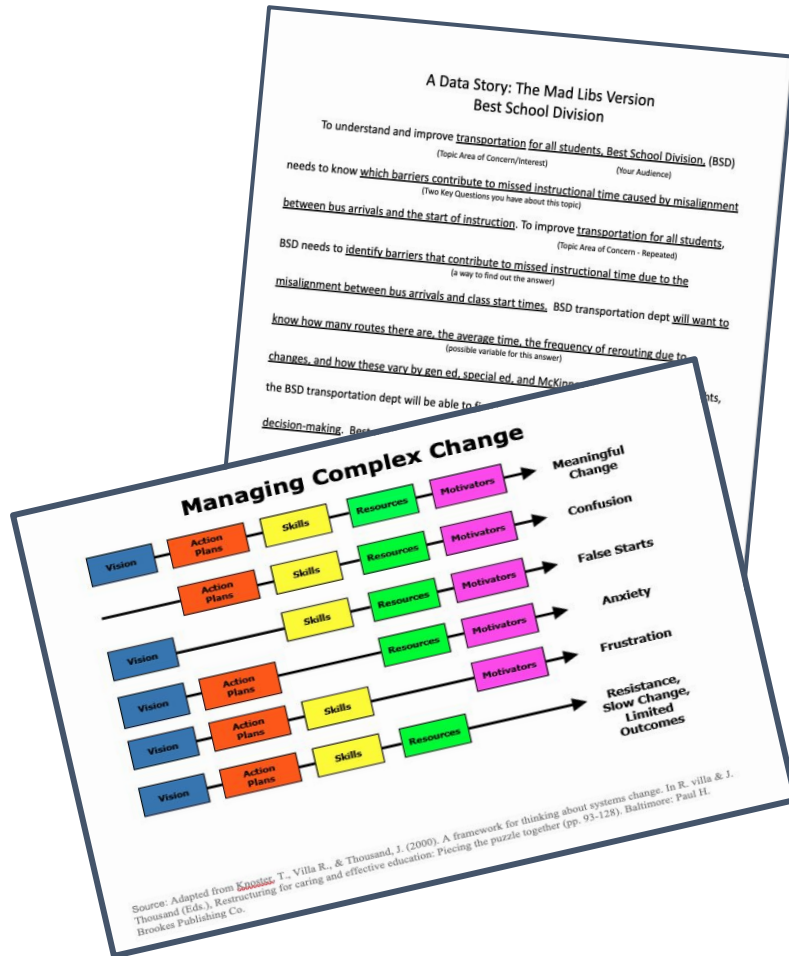
**Develop coaching implementation plan  
Establish on-going coaching cycles**

# Organizational Infrastructure

| Month | Evaluation                | Professional Development                                  | Coaching Support                                                                                                                                     | Responsible                                                                                 | Completion                                                          |
|-------|---------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| July  | Develop a coaching system | DLT attends VTSS training on growing your coaching system | VTSS State Coaches continue to work with DLT to define coaching system<br><br>VTSS State Coaches work with DLT to finalize a SMART goal for 25-26 SY | State coaches will collaborate with DLT to define coaching system and finalize SMART goals. | Coaching System will be developed and documented by September 2025. |

# Determine Plan for Division Team

- What direction does your data story point you in?
- Collaborate with you VTSS Coach to gain some insight on which VTSS PD would be most relevant OR bring this topic to a DLT meeting as a discussion topic
- If needed, review the Managing Complex Change Chart and determine next steps/action plan
  - This process supports identifying which PD will be most relevant to division needs



# Upcoming Events

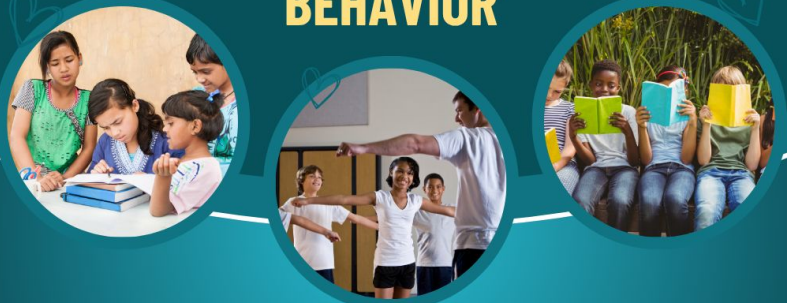


## SAVE THE DATE GROWING YOUR COACHING SYSTEM

Join us virtually  
**Thursday, October 8<sup>th</sup> 9:00-1:00**

Audience: Division Teams

Gather with other VTSS division leaders to dig deeper and discuss how to grow your system for coaching.



## SAVE THE DATE DEFUSING DISRUPTIVE BEHAVIOR

Join us virtually

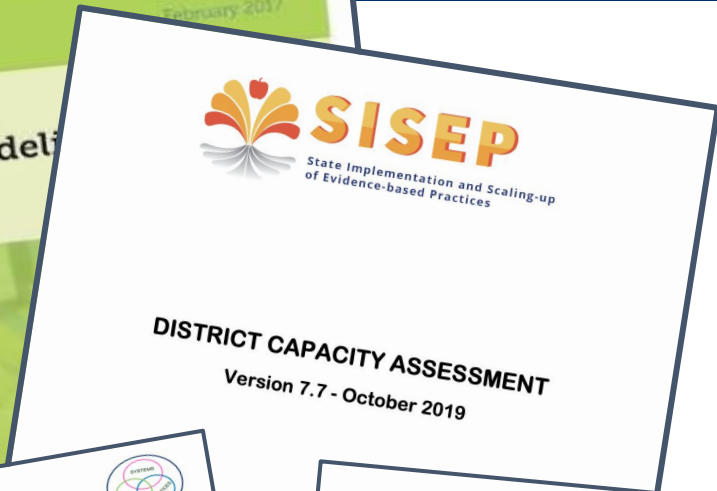
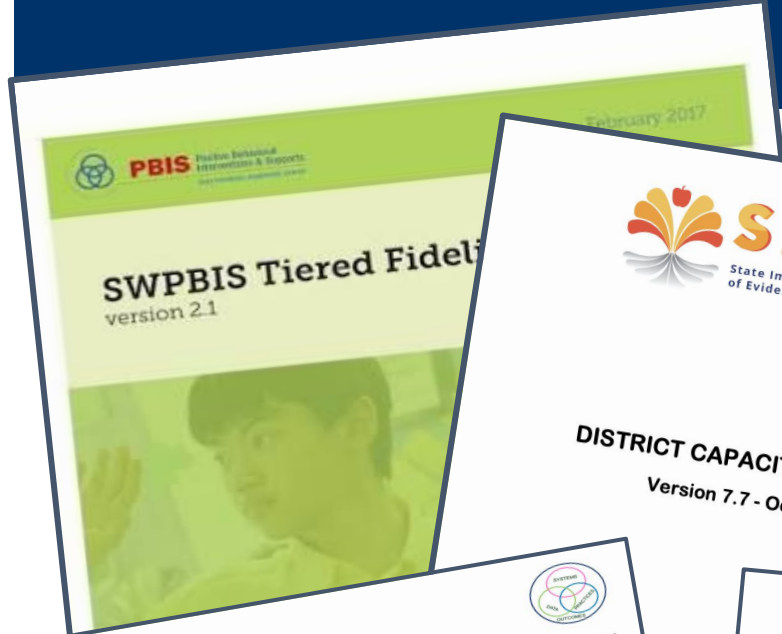
**OCTOBER 13 & 14, 2026**

Audience: School level educators

Strengthen your skills in preventing behavior challenges and responding effectively to create calm, predictable learning environments where students thrive.



# Planning Time



**Data-Informed Decision Making**

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

| Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them. | Who? | When? | Fidelity Measures |
|----------------------------------------------------------------------------------------------------------------|------|-------|-------------------|
| Action Plan                                                                                                    |      |       |                   |

| Key Systems: How will the division support the school in the implementation of new practices? | Who? | When? | Fidelity Measures |
|-----------------------------------------------------------------------------------------------|------|-------|-------------------|
| Action Plan                                                                                   |      |       |                   |

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

**A Data Story: The Mad Libs Version**  
Best School Division

To understand and improve transportation for all students, Best School Division, (BSD) (Topic Area of Concern/Interest) (Your Audience)

needs to know which barriers contribute to missed instructional time caused by misalignment between bus arrivals and the start of instruction. (Two Key Questions you have about this topic)

To improve transportation for all students, (Topic Area of Concern - Repeated)

BSD needs to identify barriers that contribute to missed instructional time due to the misalignment between bus arrivals and class start times. (a way to find out the answer)

BSD transportation dept will want to know how many routes there are, the average time, the frequency of rerouting due to changes, and how these vary by gen ed, special ed, and McKinney-Vento. (possible variable for this answer)

With those insights, the BSD transportation dept will be able to find key trends and data points to support decision-making. (Driver of this topic)

Best of all, the BSD transportation dept will be able to take actions such as hiring/training an appropriate number of drivers and/or engaging community partners, which will help the organization achieve the reallocation of resources and, equally important, equal access to instructional time. (One action that might help reach a goal)

(A goal for your division/school)

(A particular skill or goal for the staff)

| Coaching Service Delivery Plan for Division-Wide MTSS |                                                          |                                                                             |                                                                                           |
|-------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Division Name                                         |                                                          |                                                                             |                                                                                           |
| Date Initiated                                        |                                                          |                                                                             |                                                                                           |
| Gradual Release Model                                 | <input type="checkbox"/> CSDP completed by State coaches | <input type="checkbox"/> CSDP completed in collaboration with State coaches | <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |
| Data to Support the Need                              |                                                          |                                                                             |                                                                                           |
| Alignment with Core Components & Features             | Aligned Organizational Structure                         | Problem-Solving Process                                                     | Tiered Continuum of Supports                                                              |
|                                                       | N/A -<br>N/A -<br>N/A -                                  | N/A -<br>N/A -<br>N/A -                                                     | N/A -<br>N/A -<br>N/A -                                                                   |
|                                                       | Systematic Implementation                                | Evaluation                                                                  |                                                                                           |
|                                                       | N/A -<br>N/A -<br>N/A -                                  | N/A -<br>N/A -<br>N/A -                                                     |                                                                                           |
| SMART GOAL(S):<br>1.<br>2.<br>3.                      |                                                          |                                                                             |                                                                                           |
| Division Leadership Team                              |                                                          |                                                                             |                                                                                           |
| Division Coaches                                      |                                                          |                                                                             |                                                                                           |



# Planning Time : Share Out @ ?



| Coaching Service Delivery Plan for Division-Wide MTSS |                                                                                                                                                                                                                                |                         |                              |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------|
| Division Name                                         |                                                                                                                                                                                                                                |                         |                              |
| Date Initiated                                        |                                                                                                                                                                                                                                |                         |                              |
| Gradual Release Model                                 | <input type="checkbox"/> CSDP completed by State coaches <input type="checkbox"/> CSDP completed in collaboration with State coaches <input type="checkbox"/> CSDP completed by Division coach with support from State coaches |                         |                              |
| Data to Support the Need                              |                                                                                                                                                                                                                                |                         |                              |
| Alignment with Core Components & Features             | Aligned Organizational Structure                                                                                                                                                                                               | Problem-Solving Process | Tiered Continuum of Supports |
|                                                       | N/A -<br>N/A -<br>N/A -                                                                                                                                                                                                        | N/A -<br>N/A -<br>N/A - | N/A -<br>N/A -<br>N/A -      |
|                                                       | Systematic Implementation                                                                                                                                                                                                      | Evaluation              |                              |
|                                                       | N/A -<br>N/A -<br>N/A -                                                                                                                                                                                                        | N/A -<br>N/A -<br>N/A - |                              |
| SMART GOAL(S):                                        |                                                                                                                                                                                                                                |                         |                              |
| 1.                                                    |                                                                                                                                                                                                                                |                         |                              |
| 2.                                                    |                                                                                                                                                                                                                                |                         |                              |
| 3.                                                    |                                                                                                                                                                                                                                |                         |                              |
| Division Leadership Team                              |                                                                                                                                                                                                                                |                         |                              |
| Division Coaches                                      |                                                                                                                                                                                                                                |                         |                              |



# VTSS Evaluation



Survey Link: <https://tinyurl.com/LevelUpMTSS2026>

# How Did You Do?

05:00

Set a personal goal to describe your commitment and purpose for the day.

How will I engage? What do I want to commit to? What do I hope to accomplish? What is my intention for today?

Write it down

Share it.



# Resources

Website: <https://vtss-resources.vcu.edu>

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putman, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-Wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavior Interventions and Supports.

Center on PBIS. (January 2023). *PBIS District Systems Fidelity Inventory (DSFI)*. University of Oregon. [www.pbis.org](http://www.pbis.org)

Heath. (2025). *Reset: How to Change What's Not Working*. Avid Reader Press / Simon & Schuster.

Hinnant-Crawford. (2025). *Improvement Science in Education: A Primer*. Myers Education Press.

Pierce, J. D., & St. Martin, K. (2022). *Coaching for systems and teacher change*. Brookes Publishing.

Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). *District Capacity Assessment*. National Implementation Research Network, University of North Carolina at Chapel Hill.

# Resources

Website: <https://www.modern.works/blog/the-power-of-coveys-circle-of-concern-influence-and-control>

Website: [https://nirn.fpg.unc.edu/wp-content/uploads/NIRN-Hexagon-Discussion-Analysis-Tool-v2.2\\_0.pdf](https://nirn.fpg.unc.edu/wp-content/uploads/NIRN-Hexagon-Discussion-Analysis-Tool-v2.2_0.pdf)

Website:

[https://docs.google.com/document/d/1cuT5DZyAaATCnNUxsnSEYu\\_Sjh34jPkt/edit?usp=drive\\_web&ouid=113022496521554983217&rtpof=true](https://docs.google.com/document/d/1cuT5DZyAaATCnNUxsnSEYu_Sjh34jPkt/edit?usp=drive_web&ouid=113022496521554983217&rtpof=true)

Website: <https://www.theteachertoolkit.com/index.php/tool/10000-pyramid>

# VTSS Evaluation



Survey Link:

<https://tinyurl.com/LevelUpMTSS2026>

# VTSS Evaluation



Survey Link:

<https://tinyurl.com/LevelUpMTSS2026>



## PROBLEM SOLVING PROCESS

## TIERED CONTINUUM OF SUPPORTS

## SYSTEMATIC IMPLEMENTATION



## ALIGNED ORGANIZATIONAL STRUCTURES

## EVALUATION

