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

**Feature 1.E Aligned Definitions of Multi-Tiered Supports (Establishing the data, practices, and systems across all three tiers)**

Phase of Implementation (check one)

* Exploration: The DLT begins to inventory all innovations (identified in all three tiers) for efficiency, efficacy, and potential gaps through initiative mapping and pre-mapping activities.
* Installation: The DLT completes a needs assessment (in conjunction with the initial inventory) and begins action planning to address the gaps in data, systems, and/or practices to meet the needs of diverse learners.
* Initial Implementation: The DLT works with BITs to define, communicate, and allocate resources around instruction and interventions within the three-tier framework. The DLT guides schools in their development of supports to align with the division framework of data, systems, and practices (Tier Definitions).
* Full Implementation: A functioning three-tiered framework is in place that includes the support needed to meet the needs of all students. The DLT demonstrates the capacity to support the sustained implementation of the three-tiered framework in all schools.

# Evaluation Measure/Evidence

DCA 8: District has an implementation plan for VTSS

DCA 9: DIT continuously improves the use of the implementation plans

DCA 21: District has a plan to continuously strengthen staff skills

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

DCA 24: DIT uses a coaching service delivery plan to support building implementation teams

Buildings are able to score a 2 on TFI: 2.5, 2.6, 2.7, 2.8, 2.9, 3.13

Buildings are able to fully implement A-TFI: 1.3, 1.4 A, 1.4 B, 1.8, 1.14, 2.1, 2.7, 3.1, 3.3 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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Action Plan #2: Data-Informed Decision Making: Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification

# Feature 2.C Meeting Structures for Data-Informed Decision Making (Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level)

Phase of Implementation (check one)

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

# Evaluation Measure/Evidence:

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

DCA 25: DIT uses coaching effectiveness data

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

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

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| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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Action Plan #3: Evidence-Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies

**Feature 3.D Fidelity of Practices (Determining that EBPs are provided with fidelity)**

Phase of Implementation (check one)

* Exploration: The DLT gathers data on any existing fidelity tools and how they are utilized in the division.
* Installation: Fidelity tools are selected for EBPs. The DLT provides training and coaching on the use of fidelity tools.
* Initial Implementation: Fidelity data is used to monitor implementation of practices and to identify additional professional learning and/or coaching needs.
* Full Implementation: The DLT collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk-through tools and programmatic measures.

# Evaluation Measure/Evidence

DCA 13: DIT supports the use of a fidelity measure for implementation of VTSS

DCA 21: Division has a plan to continuously strengthen staff skills

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

DCA 24: DIT uses a coaching service delivery plan to support building implementation teams

Buildings are able to score a 2 on TFI: 1.7, 1.14, 2.9, 2.12, 2.13, 3.7, 3.14, 3.15

Buildings are able to fully implement: A-TFI 1.4A, 1.8, 1.14

Other:

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| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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Action Plan #5: Monitoring Student Progress: Student performance is examined frequently, over time, to evaluate response to instruction and intervention

**Feature 5.D Progress Monitoring at Tier 1 (Evaluating effectiveness of Tier 1 instruction)**

Phase of Implementation (check one)

* Exploration: The DLT explores the data sets that identify student performance and growth, inform instruction, and reflect the curricula for academic and social behavior (e.g., benchmarks, ODRs, attendance data, reading levels, grades, unit assessments, performance based assessments, as well as universal screening data).
* Installation: The DLT commits resources for implementing assessments to progress monitor at all tiers. The DLT incorporates the training on all assessments into the professional learning and coaching plan in order to inform instruction.
* Initial Implementation: The DLT ensures that growth rates and cut scores are defined and utilized for decision rules of key indicators.
* Full Implementation: The DLT ensures that progress-monitoring data is reliable and consistent with outcomes and continually revisits the monitoring tools, data, and schedule.

# Evaluation Measure/Evidence

DCA 14: DIT has access to data for VTSS

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

DCA 19: DIT supports BITs using data for decision making

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

Buildings are able to score a 2 on TFI: 1.12, 1.13

Buildings are able to fully implement A-TFI: 1.5, 1.6A, 1.6B, 1.9

Other:

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| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Action Plan 6: Evaluation of Process: The fidelity of implementation and impact on student outcomes are examined frequently and the results inform actions steps.**

**Feature 6.B Fidelity** **(Evaluating the fidelity of implementation, instruction, and assessment)**

Phase of Implementation (check one)

* Exploration: The DLT researches and adopts procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.
* Installation: The DLT communicates procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.
* Initial Implementation: The DLT supports staff to utilize procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.
* Full Implementation: The DLT evaluates and monitors fidelity measures as defined and makes changes based on a review of data.

**Evaluation Measure/Evidence**

DCA 10: Division uses a communication plan.

DCA 13: DIT supports the use of a fidelity measure for implementation of VTSS.

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

DCA 21: Division has a plan to continuously strengthen staff skills.

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

Buildings are able to score a 2 on TFI: 1.14, 1.15, 2.12, 2.13, 3.17

Buildings are able to fully implement A-TFI 1.14

Other

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