

**VTSS Statewide Training  
Strand 2  
October 2021**

<b>VTSS Implementation Matrix Component</b>	<b>Learning Intentions</b>	<b>Tools/Documents to Support Learning Intentions</b>	<b>Discussion and/or Tasks for Division Teams Action Planning</b>
<p>Aligned Organizational Structure</p> <p>Features 1.B &amp; 1.C</p>	<p>Review the responsibilities of the Division Leadership Team to align supports within a VTSS structure.</p>	<ul style="list-style-type: none"> <li>● Implementation matrix</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify division plans (e.g., school improvement, Corrective Action Plans) that can support this work. Examine if the plans are aligned.</li> <li>2. Identify division team members to add to the team for academic alignment.</li> <li>3. Explore other tools or activities the team may need to complete or revisit (e.g., Working smarter, Not harder).</li> </ol>
<p>Monitoring Student Progress</p> <p>Feature 5.A</p>	<p>Understand the process of developing an assessment inventory.</p> <p>Include academic data in the division's data dashboard</p>	<ul style="list-style-type: none"> <li>● Implementation matrix</li> <li>● Assessment inventory (VTSS)</li> <li>● Data audit</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete a division assessment inventory or revisit an existing assessment inventory.</li> <li>2. Review assessments: Are there multiple assessments that provide the same data? Are there gaps?</li> <li>3. Develop a division data dashboard that includes academic data or examine an existing dashboard for the inclusion of academic data.</li> <li>4. Discuss how the division considers equity when analyzing data.</li> </ol>
<p>Monitoring Student Progress</p> <p>Features 5.B, 5.C</p>	<p>Understand the use of a Universal Screening process within a tiered system, including purpose, selection, and importance for evaluating overall academic health; the use of an Early Warning System will also be explored</p>	<ul style="list-style-type: none"> <li>● Implementation matrix</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify universal screeners for content areas and grade level spans (e.g., elementary, middle, high school) or revisit existing screeners and their effectiveness.</li> <li>2. Develop or revise an Early Warning System.</li> <li>3. Identify screening process within the division at all levels: discuss effectiveness.</li> <li>4. If needed, plan for selection and implementation of screeners including resources, schedule, professional learning, buy in.</li> <li>5. Identify/review communication loops with families regarding the screening process.</li> <li>6. Prepare professional learning for schools in the effective review and use of screening data.</li> </ol>