VTSS Implementation Matrix Item	Learning Intentions	Tools/Documents to Support Learning Intentions	Discussion and/or Tasks for Division Teams Action Planning
3.A	Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders	● Implementation matrix ● Academic Tiered Fidelity Inventory (1.8) ● 16 Elements of Explicit Instruction ● Hattie High Impact Strategies ● High Leverage Practices in General Education and Special Education ● Marzano's Nine Essential Instructional Strategies ● IES Resources ● Selection of Evidence-based Practices ● Sample Academic Expectations for Tier 1 instruction documents	1. Identify or revisit evidence-based instructional practices the division prioritizes across the division and/or at each level (i.e., elementary, middle, high school). 2. Develop a written description of quality Tier 1 academic instruction or revisit/revise an existing written description of quality Tier 1 academic instruction. 3. Develop a communication plan for communicating components of quality core instruction to key stakeholders or revise an existing plan for communicating to key stakeholders. 4. Develop a plan to review the delivery of instructional expectations and to identify areas for professional learning based upon the data or review an existing plan.
3.C	Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs	● Implementation matrix ● Division Initiative Map ● Equitable Classroom Practices Observation Checklist ● A Resource for Equitable Classroom Practices ● VDOE document *Navigating Equity*	1. Use the division Initiative Map to review current initiatives, map new initiatives, and look for gaps. 2. Develop a process for evaluating and/or selecting evidence-based practices (i.e., VTSS Selection of Evidence-based Practices tool). 3. Identify next steps to developing a continuum of supports that is culturally responsive. 4. Refer to the VDOE document, *Navigating Equity* to guide decisions around cultural responsiveness.
2.C	Develop a plan for implementing Tier 1 data meeting structures at the school and division level and determine how to measure the fidelity and effectiveness of the meeting structures	● Implementation matrix ● Academic Tiered Fidelity Inventory (1.6b, 1.15a) ● 100% Data Meeting Agenda ● District Data Review ● Fall Middle School 100% Data Meeting Steps	1. Determine if current meeting structure(s) exist for data informed decision making at the division and school levels to analyze and problem solve Tier 1 academic data. 2. If needed, identify meeting structure(s) for the division and/or school to use to analyze and problem solve Tier 1 academic data. 3. Identify data that are available and utilized within the Tier 1 academic data meetings at the division and school levels.

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		● Team Data Reflection Sheet	4. If needed, identify data that need to be available and utilized within the Tier 1 academic data meetings at the division and school levels. 5. Develop a professional development plan for division and schools to implement data informed decision making and meeting structure(s).