**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:

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| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.F Aligned and Effective Resources for Multi-Tiered Supports (Operationalizing the multi-tiered system)**

Phase of Implementation (check one)

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

# Evaluation Measure/Evidence

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

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

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

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