**Coaching Checklist for Implementing Multi-Tiered Systems of Support**

*What is your lens? Are you… getting ready, getting started or getting better*

***Exploration Installation Initial Implementation Full Implementation*** [***Core Components Narrative 2.0***](https://vtss-ric.vcu.edu/about-us/core/)

| **CORE COMPONENT: ALIGNED ORGANIZATIONAL STRUCTURES** | | | |
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| ***FEATURES*** | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **LEADERSHIP**  **&**  **TEAMING** | * Assemble Team of diverse stakeholders across division with shared ownership (includes Exec. Leadership) * Conducts inventory of teams and their purpose; align and define teams operating in the division * Defines teaming structures * Conducts inventory of major initiatives within the division and updates annually * Uses Implementation Science & Imp. Action Planning for new initiatives & aligns all plans across the division * Ensures family groups represented in the community, as well as all community providers, are represented * Develops an annual calendar of DLT meeting times/dates * Defines meeting processes; Norms; Decision Making/Problem Solving protocol * Designs organizational structure to access minutes, data, etc. * Defines Team Roles & Responsibilities; adhere to with fidelity * Defines a written, organizational structure for meeting - data to be reviewed, purpose, schedule & by whom * Assesses team functioning annually * Selects demonstration sites * Supports schools with parallel infrastructure * Provides Professional Learning on use of MTSS framework as a way of work * Collaborates with the SLT to determine fidelity/effectiveness of mtg. structures and provides PL/coaching as needed | * SLT includes diverse stakeholders with shared ownership (family groups represented in the community, as well as all community providers are included); Leaders of school teams serve on the SLT (PBIS, Attendance, Literacy, etc.) * Demonstrates knowledge, thorough design and implementation of a MTSS * School has defined and aligned teaming structure *(who meets, when, for what purpose, to consider what data, using what processes & protocols)* * A fluid School Action Plan is aligned with the division plan, and is used for planning * Action Steps are assigned to individuals with dates for monitoring * All School Level Plans (could include team plans) are aligned * Team Roles & Responsibilities are clear; adhered to with fidelity * Annual calendar of meeting times/dates is set * Defined meeting processes; Agenda, Norms; Decision Making protocol * Organizational structure to access minutes, data, etc. * SMART goals defined in School Action Plan * Data is accessible and monitored regularly following a given protocol * Team functioning assessed annually | * [Working Smarter Document](https://docs.google.com/document/d/1KESioKvgRyqvPgDIOzl9oHqLYhh2zFcR5X43IIdT7bY/edit?usp=sharing) * [Team Roster Form](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * Example: [Cascading Roles & Responsibilities](https://docs.google.com/document/d/1zg2fUJjyBzEH5d8drowsT_j2OjC37pHrGJQHYbD4IOo/edit?usp=sharing) * Example: [Meeting Roles & Responsibilities](https://docs.google.com/document/d/1Wvaa3Ci8xeFt5I0eahU8G4oyzbBaxuo6/edit?usp=sharing&ouid=102781597425257833834&rtpof=true&sd=true) * Example: [VTSS Meeting Agenda/Norms](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs) * Example: [Meeting Review Sheet](https://docs.google.com/document/d/1AzDV8DjHnlDsd37U6vfcnMRKUrv2lr7r/edit) * Decision Making Process (Coaching Teams, Aguilar Ch.8) * Coaching Teams, Aguilar pp.274 & 288 * [Team Effectiveness Assessment](https://docs.google.com/document/d/1XG-MQBLryNxlLe5X9LjdXYXd7IUNqPN1/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true), Coaching Teams, Aguilar p. 305 * [Division Initiative Mapping Instructions](https://drive.google.com/file/d/1LwCPNFjIftTxMWLTFpDOcTmjS-NMYJR2/view?usp=sharing) * [Division Initiative Mapping](https://docs.google.com/spreadsheets/d/16jrZ0xHl1aMJTBX_jDC5r-Ng1s1NxERw/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing) * [District Capacity Assessment Scoring Guide](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.7%2010-18-19.pdf) * [Vision and Data Worksheet for Family Engagement](https://docs.google.com/document/d/1zBr3rWe9rDeSGt-FoNg1l1Bovtl7MRQb/edit) |
| **PROFESSIONAL LEARNING** | * Inventories Professional Learning within the division * Designs a Coaching System to coach implementing schools * Selects coaching tools and coaching effectiveness measures * Monitors coaching effectiveness * Schedules, reviews, and aligns Division Level Professional Learning and distributes to schools (PL calendar) * Uses training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.) * Monitors Professional Learning for implementation fidelity | * School PL Plan defines what is provided to ALL * School PL Plan defines what is designed for specific groups * PL is monitored r implementation fidelity * Team has a plan for bringing staff on board * Team training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.) * School PL plans are scheduled, reviewed, aligned and included in school plan | * [MiMTSS Practice Profile](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=934e40f5dce8462ab870dbd68324739f&hash=633BA945478E9F90D6CBE4CBE11519CC) * MTSS Prof. Learning Database (DLT / SLTs) * Annual PL Plan / Calendar * Onboarding plan for new staff |
| **OPERATING ROUTINES & PROCEDURES** | * Develops a Communication Plan to addresses implementation process and progress of MTSS Implementation * Ensures two-way communication to all stakeholders, including the Board, is defined, establishes feedback and facilitates ongoing dialogue * Ensures policy-relevant information is included in the communication plan * Designs a barrier collection tool to identify patterns of barriers for schools * Addresses identified systemic barriers * Monitors Implementation Action Plan(s) regularly * Designs a written processes for hiring * Designs a written processes for onboarding staff * Develops MTSS Guidance Document is developed with agreed upon definitions | * Two-way communication to all stakeholders is defined and establishes feedback facilitating ongoing dialogue and promotes equitable outcomes. Additional stakeholders are given voice (support staff, community, parents, students, etc.) * Schools secure faculty, student, family and community involvement and input into the communication plan * Barriers to implementation are communicated to the DLT Systems Coach * A written process for data access and aligned data review protocol procedure | * Meeting Calendar * Example: [Barrier Identification/Collection Tool](https://drive.google.com/file/d/1rzVdXCLqdZR6BMtNkn8_O0vXecxwMEgm/view?usp=sharing) * [SISEP Communication Plan Template](https://docs.google.com/document/d/1dTlTHTsvTqm_QN_r_swh_Vo5gvq-xuuD7oKbYR1jAMk/edit) * Example: [Northampton Coaching Communication Plan](https://docs.google.com/document/d/1OTgtoswohKq2td-ii1ic3uKMnelFqW9P/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) |
| **COACHING**  **SYSTEMS** | * Conducts Coaching Inventory as part of Initiative Inventory * Designs a Coaching System (DLT Systems Coaches assigned to schools) * Ensures Div. Level Systems Coaches’ schedules allow for feedback to School Level coaches/teams around data, practices and systems * Determines standard coaching processes/protocols and effectiveness measures to be used with fidelity * Monitors outcome and fidelity data for coaching adjustments/ feedback * Develops a plan for selecting and onboarding new coaches * Uses data to revise coaching system - develops/adjusts coaching service delivery plans for desired outcomes * Plans coaches’ training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula | * School Coaching Inventory defines who coaches what, when, etc. * Small group (may be team) and individual support is provided as needed, and/or requested * Standard coaching processes/protocols are used with fidelity * Coaching Service Delivery Plans and Coaching Effectiveness Measures are utilized * SLT collaborates with division leadership to ensure alignment, coaching supports, and professional learning for staff * SLT consistently reviews data, school context, and gains input from all stakeholders to determine professional learning needs and goals / aligns coaching supports | * [Definition (Roles/Respon) of a Systems Coach](https://docs.google.com/document/d/1J1c3ak2dLZ7Q0TfHKWWp58g3xYXoG8Mh/edit) * [Cascading Model of Supports](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/VirginiasCascadingModelofSupport.pdf) * [VA Coaching Model](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingModel.pdf) * Article: [Structure for Building a Coaching Culture](https://docs.google.com/document/d/1BrEcmCFYtAc_Or27h10JYrYnMH1zNRBy/edit) * [Building a Sustainable Coaching System](https://docs.google.com/document/d/1xbACZkUkRAxFy-hpo23IU_xSFuy0zrzKZvS7x288Fao/edit) * [Initiative Map with Coaching Inventory](https://docs.google.com/spreadsheets/d/1_0d0dhtfE2UJY7fHWELTQExWJHb_kHd7/edit#gid=509640420) * [Facilitator Core Competencies, Aguiilar](https://cdn.prod.website-files.com/650894a3e9899e1797d705ee/650a0120179c6c4581736367_Facilitator%20Core%20Competencies_The%20Art%20of%20Coaching%20Teams.pdf) * Template: [Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingServiceDeliveryPlanTemplate(2).pdf) * [Example: Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/ExampleCoachingServiceDeliveryPlan.pdf) * [Coaching](https://docs.google.com/document/d/1JDxlNY0DTa900d1bnaoc3cQ-V2MdzYjv/edit#heading=h.gjdgxs) Conversations * [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing) |
| **CORE COMPONENT: PROBLEM SOLVING PROCESS** | | | |
| ***FEATURES*** | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **DATA COLLECTION**  **& MANAGEMENT SYSTEMS** | * Conducts a data audit * Includes a trained data analyst assigned to the team * Identifies division priorities * Defines desired outcomes (SMART goals are aligned with strategic plan) * Develops a data system (e.g., tools and applications) for division and schools use * Provides training on the data system to division personnel and schools * Monitors fidelity of use of data system * Makes disaggregated data readily accessible to teams * Utilizes fidelity data to make adjustments and provide professional learning and coaching * Utilizes scale-up data to create implementation plans for schools based on implementation phases | * A written, organizational structure is in place - how data will be reviewed, the purpose, schedule and by whom * Data is readily available to teams * SLT generates student data in a timely manner * Data analyst assigned to team and trained * Data is presented in a useable/visual manner * SLT uses data system to monitor student outcome data | * [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit#heading=h.gjdgxs) * [Assessment Audit](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)/Map * [Data Analyst Worksheet](https://docs.google.com/document/d/1BWzoAbKlcESLfxf8NvydrhNXFUcerwM9qFlRV_KnRkE/edit) * [Common Features of Data Dashboard](https://docs.google.com/document/d/1TSpQc5Od-f1-j410b_dxZQuz0Zoe1Tsk/edit) * Guide: [Early warning system data](https://drive.google.com/file/d/16AVLRQTUj2V4gObZMTvjk4BWnNlMvk0y/view?usp=sharing) |
| **DATA INFORMED DECISION MAKING** | * Selects and consistently uses a Data Process/Protocol to celebrate, problem solve, progress monitor and inform decision making * Reviews data at determined intervals (assessment calendar) to monitor progress and inform decisions around practices and programs | * A Data Process/Protocol is consistently used to celebrate, problem-solve, progress monitor and inform decision making * A Data Process/Protocol includes disaggregated data that supports equitable practices and improved outcomes for all students | * [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) |
| **ITERATIVE IMPROVEMENT** | * Uses, and supports schools in using, continuous improvement cycles | * Uses continuous improvement cycles |  |
| **CORE COMPONENT: TIERED CONTINUUM OF SUPPORTS** | | | |
| ***FEATURES*** | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **SELECTION & DE-SELECTION PROCESS** | * Uses an Evidence-Based Practices Tool annually to select and deselect practices and programs, as identified by data * Reviews/selects interventions to support students in need of more intensive instruction *(Adv. Tier Supports aligned with Quality Core practices defined, and provide an appropriate level of intensity)* * Utilizes outcome data to determine impact in all subgroups to monitor/adjust supports in the continuum | * Continuum of interventions is defined * Intervention Groups and Schedules are identified for all 3 Tiers | * [Evidence Based Practices Selection Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [Hexagon Tool](https://drive.google.com/file/d/1B8LCpSF_de3ee_l3djnJ3J3cgeNfIagD/view?usp=sharing) * [National Center on Intensive Intervention](https://intensiveintervention.org/audience/educators) * [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) |
| **INTEGRATION OF EVIDENCE BASED PRACTICES** | * Maps resources within the division - existing practices/programs (Literacy, Math, Attendance, SEB, etc.) * Uses fidelity measures to monitor implementation of practices and interventions * Reviews impact of resources on student outcomes annually (considers fidelity data) * Reviews resources through the lens of equitable distribution * Explores cultural/linguistic factors when adopting academic/SEB practices, programs & assessments * Provides training to utilize the continuum of supports and provide appropriate instructional matches to the needs of students | * Continuum of interventions is mapped and is responsive to all student needs * Students and interventions are appropriately matched * School Resource Maps are reviewed (Literacy, Math, Behavior, SEL, Attendance, etc.) annually * Gaps in resources are identified and communicated to DLT * Clearly defined evidence-based practices, programs and/or interventions monitored for fidelity | * Pre- [Mapping](https://docs.google.com/document/d/1k6EmaC2PU_ZlV5j9WVcA2Sqrt9X9N7K4/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) * [Tier I Resource Mapping](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit) * [Tier 2 or 3 Resource Mapping](https://docs.google.com/document/d/1t1TqhEVh3dscaxiq54ptngn6_sdfNUlL/edit) * Example: [Resource Map](https://docs.google.com/document/d/1zkPXqwfoYQl1c68dzWaSclLQgfPKivMy/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) * Example: [Three Tiers Five Domains](https://docs.google.com/document/d/14goUNAo6eaUO-9RQTEPRKODdKSIM551L/edit#heading=h.gjdgxs) |
| **HIGH QUALITY INSTRUCTION** | * Defines Quality Core Instruction - curricula, practices, programs and learning environments are documented & communicated to all stakeholders * Division Wide Assessment Calendar is developed and monitored (universal screeners, formative & summative) * DLT implements a process and timeline for ongoing review of delivery of quality core instruction (fidelity) | * Clearly defined curriculum/scope & sequence monitored for fidelity * On-going review of Quality Core Instruction is clear * Schools follow division plan for monitoring core instruction * All staff are competent in using and understanding the screening tools * Faculty is shown school-wide data regularly * Team reviews and uses fidelity data annually | * Effective Classroom Systems (10 Evidence Based Tier 1 Practices) * [10 EBP One-pagers](https://ttac.odu.edu/behavior/effective-classroom-practices-one-pagers-hub/) * [10 EBP Videos](https://osep.cieesodu.org/videomodule/virginia-tiered-systems-of-supports-foundations-of-student-success/) |
| **PROCESS**  **FOR ACCESS** | * Develops written guidelines for Requests for Assistance processes * Provides a comprehensive inventory (resource maps) of all practices, programs and interventions (continuum of supports) * Recommends data-decision rules to identify how students/staff access and exit from advanced tier supports (school-specific adjustments may be needed) Multiple data sources are used. * Utilizes outcome data to monitor system-wide progress and determine impact in all subgroups and monitor/adjust supports in the continuum and modify decision rules as needed | * Continuum of interventions is defined * Defines time & scheduling of interventions (Master Schedule/Intervention Schedules) * Intervention Groups and Schedules are identified for all 3 Tiers * Walkthrough tools check for effectiveness & fidelity (all tiers) * Teams communicates continuum of supports to staff & community * Teams creates organization around entry and exit criteria for accessing interventions at all tiers * Teams use outcome data to evaluate instructional efficacy at all tiers * Fidelity measures are defined and monitored | * [VTSS Tier 1 Resource Map](https://vtss-ric.vcu.edu/media/vtss-ric/documents/tools/Tier1template2.2020.pdf) * [VTSS Tier 2 / 3 Resource Map](https://vtss-ric.vcu.edu/media/vtss-ric/documents/tools/Tier2or3template2.2020.pdf) * Pre-[Resource Map](https://docs.google.com/document/d/1WxwrWOqo9_mITiZ_JrPsGdVD7kZ41OG_/edit) * Example: [NCPS Math Resource Map](https://docs.google.com/document/d/1mKzdKuYu2zg81i3AY3zkCfAfNJQy8piU/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) * Example: [NCPS Reading Resource Map](https://docs.google.com/document/d/1J7JpErKXh2t_Cygedio4KXfWs3CJnE9i/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) * Example: [NCPS Behavior & Attendance](https://docs.google.com/document/d/1zkPXqwfoYQl1c68dzWaSclLQgfPKivMy/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true) |
| **CORE COMPONENT: SYSTEMATIC IMPLEMENTATION** | | | |
| ***FEATURES*** | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **CAPACITY BUILDING** | * Schools have effective training in MTSS Core Components * Schools receive tiered supports around professional learning/coaching needs for effective outcomes | * Staff have effective training in MTSS Core Components * Staff receive tiered supports around professional learning/coaching needs for effective outcomes | * [MiMTSS Practice Profile](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=934e40f5dce8462ab870dbd68324739f&hash=633BA945478E9F90D6CBE4CBE11519CC) * Effectiveness training survey data * Effectiveness coaching data * Attendance sheets * [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing) * [District Capacity Assessment Scoring Guide](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.7%2010-18-19.pdf) |
| **Progress Monitoring** | * Division uses a proactive approach to data analysis * Defines acceptable student performance/growth data (i.e. “health of Tier 1”) * Selects and uses reliable screening and progress monitoring tools and/or data for academic, and social behavior practices * Verifies cut scores, decision rules, risk factors re: screening results; continually revisits the assessment tools & schedule * Staff is trained in an integrated approach to monitor student growth with multiple measures * Monitors the efficacy of progress monitoring process/ impact on student performance | * Schools use a proactive approach to data analysis * Process for screening all students for academic, social/behavior strengths and needs is followed with fidelity * Schedules are defined and communicated to ensure progressing monitoring occurs for any Tier 2 or 3 support * Consistently reviews data to monitor progress to inform instruction (“health of Tier 1”) * Communicates cut scores and growth rates to all stakeholders * Teams ensure participation in/access to adv. tiers is proportionate * Reviews intervention outcome data/ decision rules for progress monitoring/modification frequently, inclusive of a plan for fading supports | * Progress Monitoring Forms * [Resource Map with Entry/Exit Criteria](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit) * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing) * Written procedures for screening * Written Process for Advanced Tiers referral * [Resource Map with Entry/Exit Criteria](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit) * [National Center on Intensive Intervention](https://charts.intensiveintervention.org/ascreening) |
| **PHASED APPROACH** | * If a gap in resources is identified, new initiatives are selected using an Evidence-based Practice Selection Tool * Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation | * New initiatives are selected using an Evidence-based Practice Selection tool * Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation | * Implementation Plan for any new initiative |
| **CORE COMPONENT: EVALUATION** | | | |
| ***FEATURES*** | ***Looks like & sounds like @ Division Level (DLT)*** | ***Looks like & sounds like @ School Level*** | ***Tools & Resources*** |
| **FIDELITY OF SYSTEMS**  **& PRACTICES** | * Procedures adopted to monitor fidelity of implementation (practices & assessments) * Gathers data on any existing fidelity tools and how they are used in the school * Monitoring procedures widely communicated * Coaching staff is using monitoring procedures * Uses established problem solving process to increase fidelity of practices, as needed | * Procedures adopted to monitor fidelity of implementation (practices & assessments) * Collaborates with division leadership to ensure alignment and coaching to support fidelity of evidence based practices * Monitoring procedures widely communicated * Supports provided to help staff in using monitoring procedures * Uses established problem solving process to increase fidelity of practices, as needed | * Fidelity Tools   + [TFI](https://global-uploads.webflow.com/5d3725188825e071f1670246/60108a57b3fa685215c10927_SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)   + [A-TFI](https://drive.google.com/file/d/18Mw6_sPIgerHfSqgHcfDLjpGjKPwqQC2/view?usp=sharing) * [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) * [VTSS 10 Walkthrough Data Collection Tool](https://drive.google.com/file/d/18_w4WLWLl0y4ujQ__2xWkLixmJZTB7cL/view) |
| **PROCESS FOR ASSESSMENT**  **& EVALUATION** | * Identifies evaluation components for MTSS * Establishes data dashboard * Establishes and implements a plan to monitor division level goals * Collects fidelity and outcome data & monitors data on a schedule * Monitors division level implementation plans * Uses data informed decision-making model to impact plans for instruction, coaching and professional learning for schools | * Uses data system (e.g., tools and applications) * Establishes/monitors PL goals (short/long term) * Collects fidelity/outcome data * Monitors data on an established schedule * Monitors school level implementation plans * Uses data informed decision-making model to impact plans for instruction, coaching and professional learning | * [Coaching Service Delivery Plan](https://vtss-resources.vcu.edu/media/resources-vtss-ric/implementation-resources/anchor-documents/CoachingServiceDeliveryPlanTemplate(2).pdf) designed to provide documented coaching supports * Surveys (staff) * [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true) |
| **PLAN FOR DISSEMINATION** | * Annual progress is documented and communicated to the Schools, the School Board and the Community |  | * Board Report |
| **IDENTIFIED VALUED OUTCOMES** | * Valued outcomes are clearly defined in the division strategic plan and internal documentation of progress | * Valued outcomes are clearly defined in the School Continuous Improvement Plan and are aligned with Division goals. | * Division Strategic Plan * School Continuous Improvement Plan |