



NCPS



VTSS/PBIS

Communication

Plan

&

Coaching

Service Delivery

Plan

2021-2022

Northampton County Public Schools

Virginia Tiered System of Supports (VTSS)

Vision

Northampton County Public Schools will implement a Virginia Tiered System of Supports (VTSS) in order to provide all students targeted instruction and interventions through a well-integrated system that connects general, gifted, and special education. Through a continuum of increasingly intense research-based interventions for either academics or social-emotional learning, students will meet high academic standards, demonstrate responsible citizenship, and graduate with the knowledge, skills and abilities necessary to compete in a global economy.

Comprehensive Plan 2019-2024 District Goals

- Goal 1** **Instruction & Academic Achievement**
To improve academic achievement for all students and close achievement gaps in all content areas through the implementation of challenging curricular content, use of varied and differentiated instructional strategies and methods, and monitoring of students' instructional progress.
- Goal 2** **Community & Family Engagement**
To purposefully partner with families and the community to support student achievement, career aspirations, and social-emotional development.



Communication Plan

VTSS Implementation Supports

Team Roles and Responsibilities

VTSS Division Leadership Team

- Reflects central office and building level membership
- Meets monthly using an effective team meeting process
- Maintains written guidance documents
- Sends a representative group to statewide training events and report back to Division Implementation Team (DIT)
- Uses and modifies a division action plan, communication plan, and coaching service delivery plan
- Uses a data-informed decision-making process to identify division wide needs and address barriers
- Monitors fidelity of implementation and outcome data (academic, behavioral, social-emotional, attendance)
- Reports consistently to school board and community stakeholders

VTSS Division Coordinators

- Organize and facilitate access to funds, resources, and professional learning platforms associated with VTSS
- Participate in Systems Coaching trainings and collaborate with designated state VTSS Systems Coaches

- Support building implementation and deliver professional learning to staff and coaches focused on increasing understanding of the VTSS/PBIS process
- Use training effectiveness data to inform practice
- Facilitate administration of District Capacity Assessment (DCA) and assist in the administration of Tiered Fidelity Inventory (TFI)
- Submit annual DCA data
- Monitor fidelity of implementation and provide feedback to further develop knowledge, skills, and abilities of coaches and teams
- Oversees data systems used for universal screening and progress monitoring.

Building Administrator

- Communicates support for VTSS/PBIS implementation efforts
- Participates in annual TFI administrative interview
- Selects members of BIT to build capacity and strengthen VTSS/PBIS implementation efforts
- Attends BIT and DIT meetings and applicable statewide trainings
- Monitors fidelity of implementation and models use of outcome data for problem solving and action planning
- Reports student outcome data regularly to DIT, school board, and community
- Creates a master schedule aligned with VTSS initiatives

Building Coaches

- Plan and facilitate monthly BIT meetings using an effective team meeting process

- Ensure completion of TFI
- Collaborate with BIT to share data and resources monthly with staff
- Coordinate requests for materials and supplies for building implementation
- Provide professional learning designed to increase understanding of the VTSS/PBIS process and develop capacity for all staff to implement best practices
- Work with school administration to ensure team efforts align with school improvement goals
- Attend division wide and applicable statewide coaches' meetings

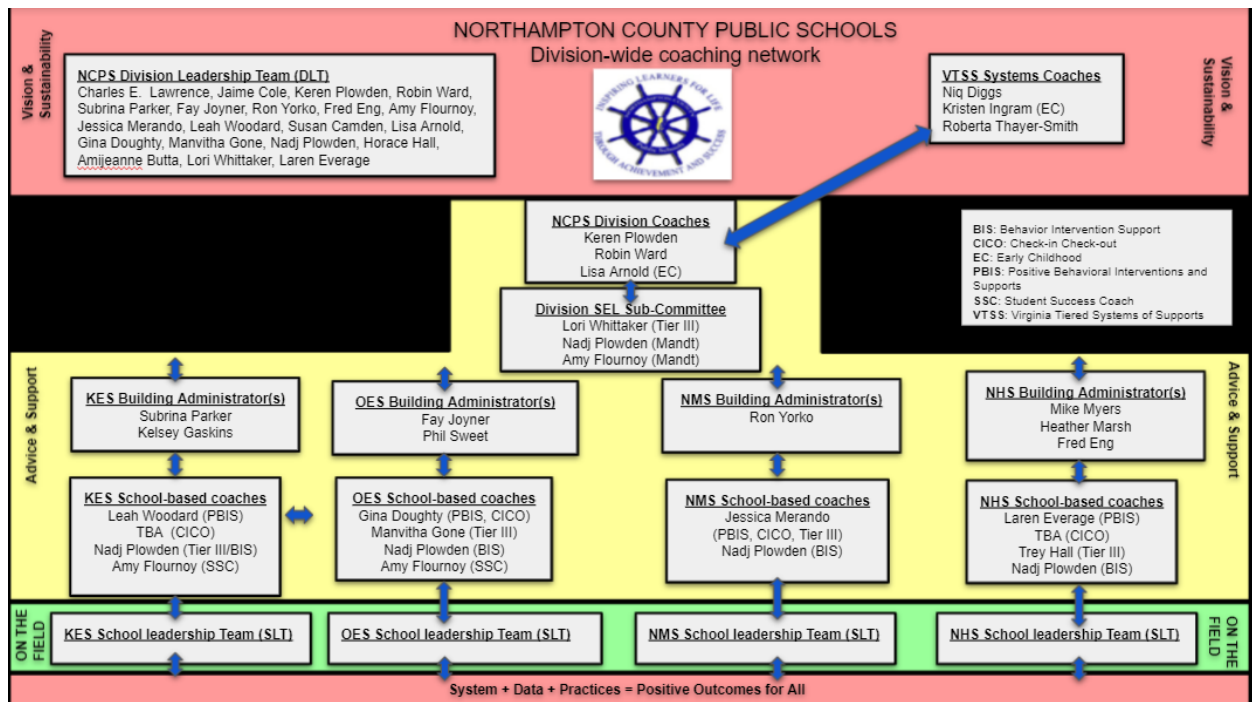
Building Implementation Teams

- Meet monthly (PBIS) and/or weekly (VTSS) using an effective team meeting process
- Utilize a systematic data collection process for screening, progress monitoring, and decision making.
- Create and monitor a schoolwide PBIS action plan
- Assist in sharing and using data to identify problems of practice, match appropriate interventions, and ensure positive student outcomes.
- Provide professional learning designed to increase understanding of the VTSS/PBIS process and develop capacity for all staff to implement best practices
- Participate in annual TFI

PBIS Point(s) of Contact

- Submits TFI mid-year and end-of-year data
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Newport News Public Schools. (2018). *Data Informed Professional Model Systems Coaching Development*. Newport News, Virginia.



[Division-wide coaching network link](#)

Team Meeting Schedule

	Data Meetings	PBIS Monthly Meeting	VTSS Leadership Meeting
Division		1st Friday every other	1st Friday every

		month from 11-11:45 AM	Month from 9-11 AM
KES	Tuesdays (PK-2) Wednesdays (3-6)	3rd Thursday at 3:45 PM	
OES	Every Tuesday	1st Monday of the month at 3:45 PM	
NMS	Every Thursday	1st Monday at 3:10 PM	
NHS	Bi-Weekly by department	1st Monday at 3:15 (Core group) 2nd Monday (staff meeting)	

Annual Cascade of Coaching and Training

Tier I (New Implementers)	Tier II (Advanced Implementers)	Tier III (Scale Up Implementers)
August: Preparing for a New Year <ul style="list-style-type: none"> <input type="checkbox"/> FAST universal screening <input type="checkbox"/> SWIS discipline referrals <input type="checkbox"/> PBIS Routines & Procedures <input type="checkbox"/> MANDT chapters 1-3 	August: Preparing for a New Year <ul style="list-style-type: none"> <input type="checkbox"/> CICO (SB) 	August: Preparing for a New Year <ul style="list-style-type: none"> <input type="checkbox"/> MANDT certification <input type="checkbox"/> Threat Assessment
September: All Systems Go <ul style="list-style-type: none"> <input type="checkbox"/> Aligned Organizational Structure <input type="checkbox"/> Second Step SEL curriculum <input type="checkbox"/> Attendance expectations <input type="checkbox"/> Four types of data meetings 	September: All Systems Go <ul style="list-style-type: none"> <input type="checkbox"/> FAST progress monitoring 	September: All Systems Go <ul style="list-style-type: none"> <input type="checkbox"/> FAST progress monitoring
October: Aligning Interventions <ul style="list-style-type: none"> <input type="checkbox"/> Using data dashboards and entrance/exit criteria for team decision-making <input type="checkbox"/> Resource mapping <input type="checkbox"/> Community & School Partnerships 	October: Aligning Interventions <ul style="list-style-type: none"> <input type="checkbox"/> Using data dashboards and entrance/exit criteria for team decision-making <input type="checkbox"/> Resource mapping <input type="checkbox"/> Community & School Partnerships 	October: Aligning Interventions <ul style="list-style-type: none"> <input type="checkbox"/> Using data dashboards and entrance/exit criteria for team decision-making <input type="checkbox"/> Resource mapping <input type="checkbox"/> Community & School Partnerships

<p>November: Celebrating What's Working</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor fall student progress/tier movement <input type="checkbox"/> Fidelity of implementation <input type="checkbox"/> Sharing data & best practices 	<p>November: Celebrating What's Working</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor fall student progress/tier movement <input type="checkbox"/> Fidelity of implementation <input type="checkbox"/> Sharing data & best practices 	<p>November: Celebrating What's Working</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor fall student progress/tier movement <input type="checkbox"/> Fidelity of implementation <input type="checkbox"/> Sharing data & best practices
<p>December: Evaluate the Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> TFI/DCA action planning checkpoint (D) 	<p>December: Evaluate the Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> TFI/DCA action planning checkpoint (D) 	<p>December: Evaluate the Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> TFI/DCA action planning checkpoint (D)
<p>January: Systems Check</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teaching expectations <input type="checkbox"/> Monitor winter student progress/tier movement 	<p>January: Systems Check</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor winter student progress/tier movement 	<p>January: Systems Check</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor winter student progress/tier movement
<p>February: Preparing for the TFI/DCA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the purpose and process 	<p>February: Preparing for the TFI/DCA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the purpose and process 	<p>February: Preparing for the TFI/DCA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the purpose and process
<p>March: Action Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using TFI/DCA outcomes for planning 	<p>March: Action Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using TFI/DCA outcomes for planning 	<p>March: Action Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using TFI/DCA outcomes for planning
<p>April: Strategic Planning & Capacity Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Soliciting staff feedback (survey) 	<p>April: Strategic Planning & Capacity Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hexagon Tool: Evaluation of interventions & needs 	<p>April: Strategic Planning & Capacity Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hexagon Tool: Evaluation of interventions & needs
<p>May: Wrapping up</p>	<p>May: Wrapping up</p>	<p>May: Wrapping up</p>
<p>Summer Trainings</p> <ul style="list-style-type: none"> <input type="checkbox"/> VDOE New Team Training <input type="checkbox"/> VDOE Academic TFI 	<p>Summer Trainings</p> <ul style="list-style-type: none"> <input type="checkbox"/> VDOE Advanced Tiers Forum 	<p>Summer Trainings</p> <ul style="list-style-type: none"> <input type="checkbox"/> FBA/BIP (SB) <input type="checkbox"/> FAPT/CPMT (D)

Key: D (Division training); SB (School-based training)

VTSS/PBIS Professional Literature Library

Tier I (New Implementers)	Tier II (Advanced Implementers)	Tier III (Scale Up Implementers)
<p>McIntosh, K., & Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York: The Guilford Press.</p>	<p>Colvin, G. (2010). <i>Defusing disruptive behavior in the classroom</i>. Thousand Oaks, CA: Corwin.</p>	<p>Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). <i>Responding to problem behavior in schools the Behavior Education Program</i>. New York: The Guilford</p>

		Press.
Constantino, S. M. (2021). <i>Engage every family: Five simple principles</i> . Thousand Oaks: Corwin.	Stormont, M. (2012). <i>Academic and behavior supports for at-risk students: Tier 2 interventions</i> . New York: Guilford Press.	
Aguilar, E. (2016). <i>The art of coaching teams: Building resilient communities that transform schools</i> . San Francisco, CA: Jossey-Bass.		