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

|  |
| --- |
| **1. COACHING AN ALIGNED ORGANIZATIONAL STRUCTURE***The elements of a tiered system exist at the division, school and classroom levels, and are compatible.* |
|  | ***Looks like & sounds like*** ***@ Division Level*** | ***Looks like & sounds like*** ***@ School Level*** | ***Coaching Tools, Resources &*** ***Prompts for Coaching Moves*** |
| **1 A LEADERSHIP*****Holds the vision & drives* *the action****Getting a functional team together and helping schools do the same* | * Diverse stakeholders with shared ownership; includes Exec. Leadership
* Aligned Teaming Structures defined
* Defines meeting processes; Norms; Decision Making protocol; DIDM, etc.
* Agenda topics match mtg. purpose
* Makes Data readily accessible
* Implementation Action Planning
* Organizational structure to access minutes, data, etc.
 | * Diverse stakeholders with shared ownership
* Aligned Teaming Structures defined
* Organizational structure to access minutes, data, etc.
* Defined meeting processes; Norms; Decision Making protocol; DIDM, etc.
* Agenda topics match mtg. purpose
* Data accessible
* Action Plan guides work
 | * [Team Roster Form](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* Example: [Team Roles & Responsibilities](https://docs.google.com/document/d/1zg2fUJjyBzEH5d8drowsT_j2OjC37pHrGJQHYbD4IOo/edit?usp=sharing)
* Example: [VTSS Meeting Agenda/Norms](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs)
* DATA Sharing
* [DIDM Protocol](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* Decision Making Process (Coaching Teams, Aguilar Ch.8)
* Example: [Implementation Action Plan](https://docs.google.com/document/d/1g-Ut4ETMs8m-REqhoC-HVpSteq4077b2/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing)
 |
| **1 B TEAMING***Making sure the team is knowledgeable and fits with other teams* | * Demonstrate knowledge, through design and implementation of a MTSS
* Aligned teaming structures: DLT fits with other division teams & departments’ way of work
* All Division Plans aligned
* Team Roles & Responsibilities clear; adhered to with fidelity
* Agenda/norms used consistently
* Data used regularly following a given protocol
* Team functioning assessed annually
* Supports schools with parallel infrastructure
 | * Demonstrate knowledge, through 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)*
* All School Level Plans (could include team plans) are aligned
* Team Roles & Responsibilities clear; adhered to with fidelity
* Agenda/norms used consistently
* Data used regularly following a given protocol
* Team functioning assessed annually
 | * [Working Smarter Document](https://docs.google.com/document/d/1KESioKvgRyqvPgDIOzl9oHqLYhh2zFcR5X43IIdT7bY/edit?usp=sharing)
* 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
* [VTSS Agenda](https://docs.google.com/document/d/1yH5at7OhDC_-nx8OCIjzin6awFbN8fCE/edit#heading=h.gjdgxs)
* Example: [Meeting Review Sheet](https://docs.google.com/document/d/1AzDV8DjHnlDsd37U6vfcnMRKUrv2lr7r/edit)
 |
| **1 C PLANNING***The team now aligns the work* | * Annual calendar of meeting times/dates
* Implementation Action Plan is reviewed/revised with responsibilities designated & dates for monitoring
* Division SMART goals aligned with strategic plan
* Barrier identification tool is used to address barriers to implementation
* Written process for hiring new staff with knowledge/skills
 | * Annual calendar of meeting times/dates
* Action Plan is reviewed/revised regularly
* A fluid School Action Plan is aligned with the division plan, and is used for planning
* SMART Goals are identified to address key priorities
* Action Steps assigned individuals & dates for monitoring
* Barriers to implementation are communicated to the DLT
 | * Meeting Calendar
* Tool: [Barrier Identification / Collection Tool](https://drive.google.com/file/d/1rzVdXCLqdZR6BMtNkn8_O0vXecxwMEgm/view?usp=sharing)
* Tool: [Communication Plan and Process for Addressing Barriers](https://docs.google.com/document/d/1IRW1PNwlTSfzE5mtPbK5KO67X7A8RPuvhsyF4QiyQgU/edit)
* [SISEP Communication Plan Template](https://docs.google.com/document/d/1dTlTHTsvTqm_QN_r_swh_Vo5gvq-xuuD7oKbYR1jAMk/edit)
* [Implementation Action Plan](https://docs.google.com/document/d/1g-Ut4ETMs)
* [District Capacity Assessment](https://drive.google.com/file/d/1GKNm4x1icoMwdBVXp-ZSc0POPL0z4kU8/view?usp=sharing)
 |
| **1 D COMMUNICATION***Team communicates the work of implementation with each other and to other stakeholders* | * Division Communication Plan addresses implementation process and progress of VTSS Implementation
* Two-way communication to all stakeholders, including the Board, is defined and establishes feedback facilitating ongoing dialogue and promotes equitable outcomes
* Policy relevant information is included in communication plan
 | * Leaders of school teams serve on the School Leadership Team
* 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
 | * Communication to, between and among teams
* [Communication Plan Template](https://docs.google.com/document/d/1swbtdNWkzf45VZeexJ6GamgwfHM3NCuNyMmLkIWdgkI/edit)
* Example: [Northampton Coaching Communication Pla](https://docs.google.com/document/d/1OTgtoswohKq2td-ii1ic3uKMnelFqW9P/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)n
 |
| **1 E ALIGNED DEFINITIONS***Establishing the data, systems, practices across all 3 Tiers* | * Annual inventory of assessments & data collection tools is reviewed
* Annual inventory of all innovations is reviewed
* Comprehensive inventory of all practices, programs and/or interventions
* Decision Rules defined for providing supports to Schools (DLT), Staff, Students & Families (SLT)
* MTSS Guidance Document is developed with agreed upon definitions
 | * School Resource Map is reviewed for Tier 1 (Literacy, Math, Behavior, SEL, Attendance, etc.) annually
* EBPs/Interventions are defined in the Resource Map
* Clearly defined curriculum/scope & sequence monitored for fidelity
* Resources are defined, communicated/ allocated resources for instruction/ interventions for all tiers
* Gaps in resources are identified and communicated to DLT
* Clearly defined evidence based practices, programs and/or interventions monitored for fidelity
 | * [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit#heading=h.gjdgxs)
* [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)
* [Initiative Map](https://docs.google.com/spreadsheets/d/16jrZ0xHl1aMJTBX_jDC5r-Ng1s1NxERw/edit#gid=509640420)
* Pre-[Resource Map](https://docs.google.com/document/d/1k6EmaC2PU_ZlV5j9WVcA2Sqrt9X9N7K4/edit?usp=sharing&ouid=102137967335920395615&rtpof=true&sd=true)
* [Evidence Based Practices Selection](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit)
* [Hexagon Tool](https://drive.google.com/file/d/1B8LCpSF_de3ee_l3djnJ3J3cgeNfIagD/view?usp=sharing)
* [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)
 |
| **1 F ALIGNED & EFFECTIVE** **RESOURCES***Operationalizing the multi tiers* | * Provides a continuum of supports to schools
* Uses fidelity measures to monitor implementation of practices and interventions
* Monitors impact on student outcomes
* Reviews resources through the lens of equitable distribution
 | * Clearly defined time and scheduling of interventions (Master Schedule / Intervention Schedules)
* Walkthrough tools check for effectiveness & fidelity (all tiers)
* Teams communicate continuum of supports to staff & community
* Teams create organization around entry and exit criteria for accessing interventions at all tiers
* Teams use outcome data to evaluate instruction efficacy at all tiers
* Fidelity measures are defined and monitored
 | * [Resource Map](https://docs.google.com/document/d/1WxwrWOqo9_mITiZ_JrPsGdVD7kZ41OG_/edit)
* [Resource for Equity Diagnostic tool](https://drive.google.com/file/d/1JJKcqRJRrAEbqzt0_f49JtbTgiEZfWQm/view?usp=sharing)
* 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)
 |
| **1 G PROFESSIONAL LEARNING***Integrating and aligning all PD based on need* | * PL plans are scheduled, reviewed, aligned and distributed to schools
* Effectiveness measures are developed, reviewed for improvement/ need for further support
* PL is monitored for implementation fidelity
* Division training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.)
 | * 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.)
 | * VTSS PL Database
* Onboarding plan for new staff
* Annual PL Plan / Calendar
 |
| **1 H COACHING***Developing Coaching plans and processes to support data practices and systems.*  | * Coaching System developed; Coaching Inventory as part of Initiative Map
* Monitors outcome data for coaching adjustments/ feedback
* Division determines standard coaching processes/protocols with measures of fidelity
* A plan for onboarding new coaches is in place
* Div. Level coaches’ schedule allows for feedback to School Level coaches/teams around data, practices and systems
* Division coach develops/adjusts coaching plan for desired outcomes
 | * 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 are utilized
 | * [Definition (Roles/Respon) of a Systems Coach](https://docs.google.com/document/d/1J1c3ak2dLZ7Q0TfHKWWp58g3xYXoG8Mh/edit)
* [Cascading Model of Supports](https://docs.google.com/document/d/1fasaF1hcCZGQMCzLt18fzebOL6vJ-weD/edit)
* 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
* Facilitator Core Competencies, Aguiilar
* Example: [Coaching Service Delivery Plan(s)](https://docs.google.com/spreadsheets/d/135TQI2i5-jNkxE8Rtu9q3O_eP9ECT8u6vMkbKhfSOtQ/edit#gid=1224143928)
* Establish reflection calendar
* [Coaching](https://docs.google.com/document/d/1JDxlNY0DTa900d1bnaoc3cQ-V2MdzYjv/edit#heading=h.gjdgxs) Conversations
 |
| **2. DATA INFORMED DECISION MAKING** *Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi‐level system, and disability identification* |
| **2 A Data Systems***Managing the collection and analysis of data effectively and efficiently at all levels)* | * Data Analyst assigned to team and trained
* Complete Data Audit
* Develop data dashboard system for division and for schools
* Training schedule on data system
* Monitors fidelity of use at the building level
 | * 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 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)
* [Data Analyst Worksheet](https://docs.google.com/document/d/1BWzoAbKlcESLfxf8NvydrhNXFUcerwM9qFlRV_KnRkE/edit)
* Division Data Dashboard or Reports
 |
| **2 B Decision Making Process** *Using Data Driven Decision Making in a problem solving process* | * A Data Process/Protocol is consistently used to celebrate, problem solve, progress monitor and inform decision making
* A Data Process/Protocol includes disaggregated data supporting equitable practices/improved outcomes
* Fidelity outcome data is utilized. Adjustment guidelines - professional learning/coaching based on data
* DLT utilizes scale‐up data to create implementation plans for schools based on phases of Implementation
 | * 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
 | * [Division DIDM](https://docs.google.com/document/d/14eEZa5ZUrL1-yfR7ImnJhFTY0r1jGPx3/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [School DIDM](https://docs.google.com/document/d/1NGvVk0oPDIYTIqH4UNWp61ZIKmrEIn3j/edit)
 |
| **2 C Meeting Structures for Data Informed Decision Making***Organizing the who, what, when, where and how to meet on various types of data at both the division and building level* | * A written, organizational structure is in place- data will be reviewed, the purpose, schedule and by whom
* Collaborates with the SLT to determine fidelity/effectiveness of mtg. structures and provides PL/coaching as needed
 | * A written, organizational structure is in place - how data will be reviewed, the purpose, schedule and by whom
 | * [Division Teaming Information](https://docs.google.com/document/d/15NQfL4iloMUMUpzAEd6sqx-uMxP1JZ2h/edit)
* [Division Team Agenda](https://docs.google.com/document/d/1OOioWzQCuzhlSwA2GN7gQbw18LsZFxLupBWDFN_xQp4/edit)
* [School Teaming Agenda](https://docs.google.com/document/d/1PJsyIsnz2HA6sARJkvxNFdaESyJx61eZ/edit#heading=h.gjdgxs)
 |
| **3. EVIDENCE BASED PRACTICES***Teaching and learning approaches proven to be effective through scientifically based studies* |
| **3 A Quality Core Instruction***Providing and supporting a consistent message of what “good teaching” consists of in the division* | * Quality Core Instruction is defined, documented, and communicated to all stakeholders
* Tool(s) are defined
* Division Wide Assessment Calendar is developed and monitored
* Implements a process and timeline for ongoing review of delivery of quality core instruction
 | * On-going review of Quality Core Instruction is clear
* Tool(s) are defined
* Assessment Calendar drives DIDM
* Schools follow division plan for monitoring core instruction
 | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/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 Effective Classroom Systems/VTSS Ten](https://vtss-ric.vcu.edu/implementers/effective-classroom-systems/)
 |
| **3 B Aligned Instructional Interventions***Providing and supporting selected interventions for students requiring support at Tiers 2 & 3* | * 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 monitor/adjust supports in the continuum
 | * Continuum of interventions is defined
* Intervention Groups and Schedules are identified for all 3 Tiers
 | * [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)
* [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)
* [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [National Center on Intensive Intervention](https://intensiveintervention.org/audience/educators)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
 |
| **3 C Continuum of Supports that is culturally responsive***Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive* | * Maps existing practices/programs and reviews for effectiveness
* Explores cultural/ linguistic factors when adopting academic/social behavioral practices, programs, and assessments
* Instructional staff/stakeholders are trained to utilize the continuum of supports and provide appropriate instructional matches to the needs of students
 | * Continuum of interventions is mapped and is culturally responsive
* Students and interventions are appropriately matched
* Alignment of school’s continuum of supports with division goals that support cultural responsiveness which includes coaching and professional learning
 | * [Resource Map](https://docs.google.com/document/d/1jWDDf0cw4y4fbUrgwOknbIfuFjrdOSIw/edit)
* Curriculum Audit
* [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing)
* [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* [Equitable Classroom Checklist](https://drive.google.com/file/d/1ju-48AmdY8X6uF4ZLVnZeEeDrSlTsZX7/view?usp=sharing)
 |
| **3 D Fidelity of Practices: Determining that EBPs are provided with fidelity***Determining that EBPs are provided with fidelity* | * Gathers information on existing fidelity tools/and utilization
* Collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk‐ through tools and programmatic measures, and includes ongoing coaching supports
 | * Gathers data on any existing fidelity tools and how they are used in the school
* Collaborates with division leadership to ensure alignment and coaching to support fidelity of evidence based practices
 | * [Evidence Based Practice Tool](https://docs.google.com/document/d/1hFKHC_47DkJSLptvkdpGs9aIVOBGE3kY/edit?usp=sharing&ouid=101138290019461494780&rtpof=true&sd=true)
* School and division fidelity tools that support designated practices
 |
| **3 E Capacity for Coaching and Professional Learning** *Ensuring staff capacity for cultural & linguistic responsiveness within division context* | * Plans training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula
* Assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division
 | * Collaborates with division leadership to ensure alignment, coaching supports, and professional learning for staff
* Review data, school context, and voice from all stakeholders to determine coaching and professional learning goals and objectives
 | * [PBIS Cultural Responsiveness Field Guide](https://drive.google.com/file/d/1jH_z3DooFvwpZb3qAdNOJSBaO6UNsAdx/view?usp=sharing)
* [Coaching Service Delivery Plan Template](https://docs.google.com/spreadsheets/d/1kZZoRAtaOHXw9Aq_Z9CA83oIPu_uCyac/edit#gid=964482251)
 |
| **4. Family, School and Community Partnerships***The collaboration of families, schools and communities as active partners in improving learner, classroom, school, division and state outcomes.* |
| **4 A Communication***Adding families and communities as partners in implementation* | * Examines the existing partnership structures and communication loops between family, school and community around VTSS implementation; team membership as well
* Develop a vision statement for family engagement
 | * The SLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation
* The SLT has family / community members on the team
 | * [Vision and Data Worksheet for Family Engagement](https://docs.google.com/document/d/1zBr3rWe9rDeSGt-FoNg1l1Bovtl7MRQb/edit)
* [Action Plans - Family School and Community Partnerships](https://docs.google.com/document/d/1dq-DYs-Lk7DUJHiEwAtuTWdtJ-P95puI/edit#heading=h.gjdgxs)
 |
| **4 B Cultural and Linguistic Responsiveness** *Authentic Engagement* | * Researches the family groups represented in the community as well as all community providers
 | * The SLT researches the family groups represented in the community as well as all community providers.
 | * [Enhancing Family-School Collaboration with Diverse Families](https://docs.google.com/document/d/1dq-DYs-Lk7DUJHiEwAtuTWdtJ-P95puI/edit#heading=h.gjdgxs)
 |
| **5. Monitoring Student Progress***Student performance is examined frequently, over time, to evaluate response to instruction and intervention* |
| **5 A Assessment Mapping for Student Growth***Determining the varied assessments that measure student outcomes* | * Determine assessments to be included in data dashboard and communicate to all stakeholders the purpose and schedule for student assessments
* A process is used to monitor fidelity of data collection
* Coaching to schools to ensure data drives instruction
 | * The purpose/ schedule for student assessments are communicated to all stakeholders
* Faculty is shown school-wide data at least every 12 months
* Team reviews and uses Fidelity data annually
 | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)
* [Data Audit](https://docs.google.com/document/d/13Z48-nej0whRfRmaCXHIlWxEreZ7OjUbKr4zXt-Sce4/edit?usp=sharing) / Data Dashboard / [Common Features of Data Dashboard](https://docs.google.com/document/d/1TSpQc5Od-f1-j410b_dxZQuz0Zoe1Tsk/edit)
* Formative assessment schedule
* School data dashboard
 |
| **5 B Screening Tools and Data***The division decides tools and/or data to screen students* | * Selects and uses reliable screening tools and/or data for academic, and social behavior practices
* Commits resources to screening
* Works with schools to provide training to all staff to understand and use the screening tools
 | * All staff are competent in using and understanding the screening tools
* Teams are reviewing discipline and academic screening data at least monthly for decision-making
 | * Universal screening tool
* Multiple Data Sources
* Data Reports
* Staff Training on Assessments
* Guide: [Early warning system data](https://drive.google.com/file/d/16AVLRQTUj2V4gObZMTvjk4BWnNlMvk0y/view?usp=sharing)
 |
| **5 C Screening Process***Universal screening is completed and part of the assessment process* | * Assessment map includes screening schedule (minimally 3x year) for schools
* Ensures that schools carry out screening process with fidelity
* Verify cut scores, decision rules, risk factors re: screening results; continually revisits the assessment tools & schedule
 | * Process for screening all students for academic, social/behavior strengths and needs is followed with fidelity
 | * [Assessment Map](https://drive.google.com/file/d/1V7qm1oUJas8GJ6tRWYYIeURLafDTJnx3/view?usp=sharing)
* Written procedures for screening
* Written Process for Advanced Tiers referral
* Decision Rules
* [National Center on Intensive Intervention](https://charts.intensiveintervention.org/ascreening)
 |
| **5 D Progress Monitoring @ Tier 1***Evaluating of Tier 1 Instruction*  | * Defines acceptable student performance/growth data (i.e. “health of Tier 1”)
* Cut scores/ growth rates defined & communicated
* Commits resources for implementing assessments to progress monitor
* Consistently reviews progress monitoring data/revisits monitoring tools, data, and schedule
 | * Communicates cut scores and growth rates to all
* Consistently reviews data to monitor progress to inform instruction (“health of Tier 1”)
 | * Progress Monitoring Forms
* Entry and exit criteria

  |
| **5 E Progress Monitoring at Tiers 2 and 3***Utilizing multiple measures to determine growth for students receiving supports in Tiers 2&3* | * Selects/defines progress monitoring tools and data at advanced tiers
* Defines frequency schedules to ensure progressing monitoring occurs for any Tier 2 or 3 support
* Staff is trained in integrated approach to monitor student growth with multiple measures
* Monitors the efficacy of progress monitoring process/ impact on student performance
 | * 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
* Multiple measures of data
* Student Growth Plans
 |
| **6. Evaluation of Process***The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps* |
| **6 A Outcome Evaluation for Problem Solving***Determine the impact of the practices and systems to adjust instruction, professional learning and coaching* | * Identifies evaluation components for VTSS
* Establishes data dashboard
* Establishes and implements a plan to monitor district level goals
* Collects fidelity and outcome data & monitors data on a schedule
* Monitors district level implementation plans
* Uses data informed decision-making model to impact plans for instruction, coaching and professional learning
 | * Uses data dashboard
* Establishes/monitors SL 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 designed to provide documented coaching supports
* Surveys (staff)
 |
| **6B Fidelity***Evaluating the fidelity of implementation, instruction and assessment* | * Procedures adopted to monitor fidelity of implementation (practices & assessments)
* 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)
* 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://drive.google.com/file/d/1C2aPfclKyuNiSR_aV0CiN8RYKEWcLnmE/view?usp=sharing)
	+ [A-TFI](https://drive.google.com/file/d/18Mw6_sPIgerHfSqgHcfDLjpGjKPwqQC2/view?usp=sharing)
* VTSS 10 Walkthrough Data Collection Tools
* [Example walkthrough](https://drive.google.com/file/d/18_w4WLWLl0y4ujQ__2xWkLixmJZTB7cL/view?usp=sharing)
 |