**VTSS Implementation Matrix At-a-Glance**

**Each feature of VTSS moves through the stages of implementation**: *Exploration, Installation, Initial Implementation & Full Implementation*

| 1. **Aligned Organizational Structure**: The elements of a tiered system exist at the division, school and classroom levels and are compatible.
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| 1.A **Leadership** Getting a functional team together and helping schools do the same | 1.B **Teaming** Making sure the team is knowledge-able and fits with other teams | 1.C **Planning** The team now aligns the work for implementa-tion | 1.D **Communication** The team communicates the work of implementation with each other and also with stakeholders | 1.E **Aligned Definitions of Multi-****tiered Supports** Establishing the data, practices and systems across all three tiers | 1.F **Aligned and Effective Resources for Multi-tiered Supports** Operationali-zing the multi-tiered system | 1.G **Professional Learning** Integrating and aligning all professional learning based on need | 1.H **Coaching**: Developing coaching plans and processes to support data, practices and systems |
| 1. **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.
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| 2.A **Data Systems**Managing the collection and analysis of data effectively and efficiently at all levels | 2.B **Decision Making Process**Using Data Drive Decision Making in a problem-solving process | 2.C **Meeting Structures for Data Informed Decision Making**Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level |
| 1. **Evidence Based Practices**: Teaching and learning approaches proven to be effective through scientifically based studies.
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| 3.A **Quality Core Instruction**Providing and supporting a consistent message of what “good teaching” consists of in the division | 3.B **Aligned Instructional Interventions**Providing and supporting selected interventions for students requiring support at Tiers 2 and 3 | 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 | 3.D **Fidelity of Practices** Determining that EBPs are provided with fidelity | 3.E **Capacity for Coaching and Professional Learning** Ensuring staff capacity for cultural and linguistic responsiveness within the division context |
| 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 | 4.B **Cultural and Linguistic Responsiveness** Authentic Engagement |
| 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 | 5.B **Screening Tools and Data**The division decides tools and/or data to screen students | 5.C **Screening Process**Universal screening is completed and part of the assessment process | 5.D **Progress Monitoring at Tier 1**Evaluating effectiveness of Tier 1 Instruction | 5.E **Progress Monitoring at Tiers 2 and 3** Utilizing multiple measures to determine growth for students receiving supports in Tiers 2 and 3 |
| 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 | 6.B **Fidelity**Evaluating the fidelity of implementation, instruction, and assessment |