**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. | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | |