Action Plan #3: Evidence-Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies

**Feature 3.A Quality Core Instruction (Providing and supporting a consistent message of what “good teaching” consists of in the division)**

Phase of Implementation (check one)

* Exploration: The DLT reviews current expectations for quality instruction in order to meet the curricula standards.
* Installation: The DLT documents the expectations for quality instruction. A plan is in place for stakeholder buy-in of the EBPs that define quality instruction.
* Initial Implementation: The DLT assigns roles and responsibilities for communication of quality instruction, including common vocabulary.
* Full Implementation: The DLT develops a process for an ongoing review of the delivery of the instructional expectations with an iterative process of coaching areas of need.

# Evaluation Measure/Evidence:

DCA 20: District uses a process for selecting staff (internal and/or external) who will implement and support VTSS

DCA 22: DIT secures training on VTSS for all division/school personnel and stakeholders

DCA 23: DIT uses training effectiveness data

DCA 26: Staff performance feedback is on-going

Buildings are able to score a 2 on TFI: 1.4, 1.7, 1.8, 2.6, 2.7

Buildings are able to fully implement A-TFI: 1.3, 1.4A, 1.4C, 1.5, 1.7B, 1.8, 1.9, 2.1, 2.4, 3.7

Other

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 3.B Aligned Instructional Interventions (Providing and supporting selected interventions for students requiring support at Tiers 2 and 3)**

Phase of Implementation (check one)

* Exploration: The DLT reviews and selects interventions to support students who need more intensive instruction (Tiers 2 and 3 – advanced tiers) which align with quality core instruction defined above and provide an appropriate level of intensity.
* Installation: The DLT collaborates with stakeholders to review interventions and finalize decisions about selection and training on a limited, yet sufficient, number of specific interventions that allow for an appropriate instructional match.
* Initial Implementation: The DLT ensures that the continuum of supports of authorized interventions, including fidelity tools, is maintained in the continuum of supports and/or tier definitions.
* Full Implementation: The DLT utilizes evaluation data to determine impact in all subgroup areas and when to add or withdraw supports in the continuum.

# Evaluation Measure/Evidence:

DCA 6: District documents how current evidenced-based practices are link together

DCA 14: DIT has access to data for VTSS

DCA 15: DIT has a process for using data for decision-making

Buildings are able to score a 2 on TFI: 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 3.7, 3.13, 3.16, 3.17

Buildings are able to fully implement A-TFI: 2.8, 2.11, 3.7, 3.15

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 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)**

Phase of Implementation (check one)

* Exploration: The DLT maps the current reality of existing practices and programs and reviews them for evidence of effectiveness. The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments.
* Installation: Upon completion of the review, the DLT seeks stakeholder input, investigates practices for which needs are identified, and makes purchases and/or withdraws programs as appropriate. The DLT and BIT use a selection tool, which prompts analysis for cultural context.
* Initial Implementation: The DLT maintains an inventory of EBPs and materials in a continuum of supports. A clearly defined continuum of supports is maintained in tier definitions or in a separate document.
* Full Implementation: All instructional staff and stakeholders are aware of and able to utilize the continuum of supports for the purpose of providing an appropriate instructional match to meet the needs of all learners.

# Evaluation Measure/Evidence

DCA 6: District documents how current evidenced-based practices link together.

DCA 7: Funds are available to support the implementation of VTSS.

DCA 13: DIT supports the use of a fidelity measure for implementation of VTSS

Buildings are able to score a 2 on TFI: 1.6, 1.10, 1.11, 2.5, 3.6

Buildings are able to fully implement A-TFI: 1.3,1.4C, 1.8,1.9, 2.1, 2.4, 2.5, 3.1

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 3.D Fidelity of Practices (Determining that EBPs are provided with fidelity)**

Phase of Implementation (check one)

* Exploration: The DLT gathers data on any existing fidelity tools and how they are utilized in the division.
* Installation: Fidelity tools are selected for EBPs. The DLT provides training and coaching on the use of fidelity tools.
* Initial Implementation: Fidelity data is used to monitor implementation of practices and to identify additional professional learning and/or coaching needs.
* Full Implementation: The DLT collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk-through tools and programmatic measures.

# Evaluation Measure/Evidence

DCA 13: DIT supports the use of a fidelity measure for implementation of VTSS

DCA 21: Division has a plan to continuously strengthen staff skills

DCA 22: DIT secures training for VTSS for all district/school personnel and stakeholders

DCA 24: DIT uses a coaching service delivery plan to support building implementation teams

Buildings are able to score a 2 on TFI: 1.7, 1.14, 2.9, 2.12, 2.13, 3.7, 3.14, 3.15

Buildings are able to fully implement: A-TFI 1.4A, 1.8, 1.14

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 3.E Capacity for Coaching and Professional Learning** **(Ensuring staff capacity for cultural and linguistic responsiveness within the division context)**

Phase of Implementation (check one)

* Exploration: The DLT 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.
* Installation: The DLT ensures staff can articulate information and factors to consider when utilizing culturally and linguistically relevant practices, programs, and assessments.
* Initial Implementation: The DLT supports staff in implementation with fidelity of culturally and linguistically responsive practices, programs, and assessments at all three tiers.
* Full Implementation: The DLT assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division.

# Evaluation Measure/Evidence

DCA 21: District has a plan to continuously strengthen staff skills

DCA 22: DIT secures training on VTSS for all district/school personnel and stakeholders

Buildings are able to score a 2 on TFI: 1.5, 1.6, 1.7, 1.13, 1.14, 1.15

Buildings are able to fully implement A-TFI: 1.7A, 1.7B, 1.10 2.1, 2.4, 2.5, 3.1, 3.7

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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