Action Plan #1: Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are compatible.

**Feature 1.A Leadership (Getting a functional team together and helping schools do the same)**

Phase of Implementation (check one):

* Exploration: The Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. funding, resource allocation, IT Support, positions, etc.)
* Installation: The DLT members are representative of the division and community demographic and inclusive of the superintendent or his/her designee. The DLT has knowledgeable coordinator(s) with adequate time to facilitate.
* Initial Implementation: The DLT follows a process with meeting norms, regular attendance at monthly meetings, a commitment to input from diverse stakeholders and defined team roles. Meeting notes are easily accessible and shared within 1-2 days.
* Full Implementation: The DLT process includes a data-informed decision making protocol that is a ‘way of work’ in the division and schools with evidence of follow up on action items

# Evaluation Measure/Evidence

DCA 1: There is a Division Leadership Team (DLT) to support effective implementation of VTSS

DCA 2: DIT includes an individual with executive leadership authority

DCA 3: DIT includes a designated coordinator (or coordinators)

DCA 4: DIT uses an effective team meeting process

Buildings are able to score a 2 on TFI: 1.1, 1.2, 2.1,2.2, 2.3.3.1

Buildings are able to fully implement A-TFI 1.1, 2.1, 3.1 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.B Teaming (Making sure the team is knowledgeable and aligns with other teams)**

Phase of Implementation (check one)

* Exploration: The DLT analyzes and organizes current internal and external teaming structures to align outcomes, personnel and outcomes, personnel and resources (e.g. *Working Smarter*). The DLT analyzes current teaming structures for duplication of efforts and eliminates where possible.
* Installation: The DLT ensures all team members have VTSS knowledge and skills for implementation.
* Initial Implementation: The DLT supports schools with a parallel infrastructure of knowledge, skills, and teaming structures.
* Full Implementation: The DLT establishes a process to revise teaming structures as necessary based on need (e.g. population fluctuations, budgetary needs, outcome data).

# Evaluation Measure/Evidence

DCA 4: DIT uses an effective team meeting process

DCA 17: Building Implementation Teams (BITs) are developed and functioning to support implementation of VTSSBuildings are able to score a 2 on TFI: 1.1, 2.1, 3.1

Buildings are able to fully implement: A-TFI 1.2A, 1.2B 2.1, 3.1 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.C Planning (The team now aligns the work of implementation)**

Phase of Implementation (check one)

* Exploration: The DLT aligns VTSS with strategic plans, school improvement plans, and other corrective action plans as necessary [i.e. Office of Civil Rights (OCR), Results Driven Accountability (RDA)]. The DLT examines internal barriers and system capacity to support schools.
* Installation: Division allocates stable funding for VTSS. The DLT defines a process to select demonstration sites for VTSS implementation.
* Initial Implementation: The DLT utilizes all available data to determine priorities for implementation and develops action steps that are aligned to the improvement of student outcomes.
* Full Implementation: The DLT members define a process for building capacity for implementation by aligning existing plans. The district manages a process to hire new staff and support current staff with the knowledge, skills and abilities to support VTSS implementation.

# Evaluation Measure/Evidence

DCA 5: District has written procedures for selecting evidence-based practices

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

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

DCA 8: District has an implementation plan for VTSS

DCA 9: DIT continuously improves the use of the implementation plan

DCA 11: District uses a process for addressing internal barriers

DCA 18: DIT supports BIT implementation plans being linked to district improvement plan

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

Buildings are able to effectively develop implementation plans for the TFI and additional enhancements.

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.D Communications (The team communicates the work of implementation with each other and also with stakeholders)**

Phase of Implementation (check one)

* Exploration: The DLT reviews current division communication plans and explores a means to develop a communication plan for VTSS and/or integrate the language of VTSS implementation into existing communication plans.
* Installation: The DLT develops a communication plan for VTSS that is written and accessible. Communications plans include: stakeholder groups, type of information to share and receive form stakeholders, responsible communicator within groups, and frequency.
* Initial Implementation: The DLT utilizes a documented communication plan on VTSS implementation. Relevant information within the communication plan includes: number of schools implementing, stage of implementation for schools, internal capacity, fidelity of implementation, impact on student outcomes, and stakeholder information.
* Full Implementation: The DLT utilizes the communication plan to report policy relevant information (with feedback loops) for all stakeholders, including the school board. Stakeholders report the communication plan has been effective.

# Evaluation Measure/Evidence

DCA 10: District uses a communication plan

DCA 12: District uses a process to report policy relevant information to outside entities

DCA 16: District provides a status report on VTSS to the school boardBuildings are able to score a 2 on TFI: 1.10

Buildings are able to fully implement A-TFI: 1.2A, 1.10, 1.11, 1.15B 2.4, 3.1 Other

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.E Aligned Definitions of Multi-Tiered Supports (Establishing the data, practices, and systems across all three tiers)**

Phase of Implementation (check one)

* Exploration: The DLT begins to inventory all innovations (identified in all three tiers) for efficiency, efficacy, and potential gaps through initiative mapping and pre-mapping activities.
* Installation: The DLT completes a needs assessment (in conjunction with the initial inventory) and begins action planning to address the gaps in data, systems, and/or practices to meet the needs of diverse learners.
* Initial Implementation: The DLT works with BITs to define, communicate, and allocate resources around instruction and interventions within the three-tier framework. The DLT guides schools in their development of supports to align with the division framework of data, systems, and practices (Tier Definitions).
* Full Implementation: A functioning three-tiered framework is in place that includes the support needed to meet the needs of all students. The DLT demonstrates the capacity to support the sustained implementation of the three-tiered framework in all schools.

# Evaluation Measure/Evidence

DCA 8: District has an implementation plan for VTSS

DCA 9: DIT continuously improves the use of the implementation plans

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

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

Buildings are able to score a 2 on TFI: 2.5, 2.6, 2.7, 2.8, 2.9, 3.13

Buildings are able to fully implement A-TFI: 1.3, 1.4 A, 1.4 B, 1.8, 1.14, 2.1, 2.7, 3.1, 3.3 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.F Aligned and Effective Resources for Multi-Tiered Supports (Operationalizing the multi-tiered system)**

Phase of Implementation (check one)

* Exploration: The DLT explores options for organization around providing evidence-based interventions, including schedules, resources, desired group size, and need for professional development.
* Installation: The DLT develops a guidance document describing appropriate group time, time allotment, staff training, fidelity measures, and decision rules to ensure efficient and effective allocation. Fidelity measures are defined.
* Initial Implementation: The DLT provides support for school teams in creating the organization around providing interventions stated specifically in the continuum of supports. Fidelity measures are used to ensure integrity of implementation.
* Full Implementation: The DLT collaborates with the SLT to measure impact on students’ outcomes and evaluate the efficacy of the instruction/intervention at universal and advanced tiers. Resources are allocated strategically to mitigate potential or existing inequities.

# Evaluation Measure/Evidence

DCA 17: Building Implementation Teams (BITs) are developed and functioning to support implementation of VTSS

Buildings are able to score a 2 on TFI: 1.9,1.3, 1.14, 2.5, 2.6, 2.7. 2.8, 3.5, 3.11, 3.13

Buildings are able to fully implement A-TFI 1.3, 1.14 1.7C 1.9, 1.14, 2.4, 2.8, 3.7 Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.G Professional Learning (Integrating and aligning all professional learning based on need)**

Phase of Implementation (check one)

* Exploration: The DLT reviews plans and alignment of professional learning content applicable for all stakeholders.
* Installation: The DLT secures and schedules professional learning for VTSS (data, systems, practices) and determines a measure for effectiveness of the professional learning.
* Initial Implementation: The DLT reviews professional learning effectiveness data for revision, improvement, and the need for additional support. The DLT accesses ongoing professional learning and support for VTSS.
* Full Implementation: The DLT ensures and monitors an integrated professional learning plan.

# Evaluation Measure/Evidence

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

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

DCA 22: DIT secures VTSS training for all district/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: 1.7, 2.9, 3.7

Buildings are able to fully implement A-TFI: 1.7A, 2.5, 3.7

Other:

| **Action Items (include needed resources)** | **Who is responsible?** | **By when?** | **Notes/Comments** |
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**Feature 1.H Coaching (Developing coaching plans and processes to support data, practices, and systems)**

Phase of Implementation (check one)

* Exploration: The DLT determines necessary coaching skills and needs for selection of internal coaches. The DLT evaluates existing roles for coaching and develops an aligned coaching plan.
* Installation: The DLT selects coaches, modifies job descriptions to include coaching time and responsibilities, and determines a measure of coaching effectiveness.
* Initial Implementation: The DLT provides feedback to coaches based on areas of need and evidence of coaching effectiveness.
* Full Implementation: The DLT continually monitors fidelity and outcome data and collaborates with coaches to adjust coaching plans for desired outcomes. The DLT addresses turnover as needed.

# Evaluation Measure/Evidence

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

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

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

DCA 25: DIT uses coaching effectiveness data

DCA 26: Staff performance feedback is on-going

Buildings are able to score a 2 on TFI: 1.1, 1.2, 2.2, 2.3

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

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