

## Virginia Tiered System of Supports: Implementation Blueprint

Adapted from VTSS Benchmarks

School Division:	Division VTSS contact:	
School:		Date:
VTSS VDOE Team:		

Next Steps Following Completion of Checklist	Who	When

Leadership	1 Not	2 Partly	3 Fully	4 DK
1. A vision and purpose of VTSS has been defined				
2. A Glossary of common terms has been created				
3. A process for data-based decision making is evident (TA01)				
4. VTSS leadership teams are established and meet on a regularly scheduled basis.				
5. A VTSS communication plan is in place.				
6. VTSS implementation plan is in place.				
7. Measurable goals and indicators of student performance are in place. (TA03)				
8. A professional development plan which addresses the implementation of VTSS is in place.				
9. School division policies/regulations reflect a commitment to full implementation of VTSS.*				
10. Team has representation from all stakeholder groups including decision makers				
11. Evidence of all staff providing shared ownership for implementation.				

<b>Organizational Structure and Culture</b>	1 Not	2 Partly	3 Fully	4 DK
1. Evidence of use of surveys/needs assessments to reflect climate of VTSS )				
2. Evidence of consistently organized data tracking systems (data dashboard with academic and behavioral data) (TA01)				
3. Data are used to determine the effectiveness of VTSS by examining the following kinds of data over time: (TA01 and TA03)				
A. Number and percentage of students meeting benchmark per grade level per year				
B. Number and percentage of students receiving Tier 2 & 3 interventions by grade by year - academic				
C. Number and percentage of students receiving Tier 2 & 3 interventions by grade by year - behavior				
D. Number of students referred to special education by grade per year				
E. Movement of students across tiers over time				
4. Various types of data meetings are clearly defined.				
5. Students who are not meeting benchmarks are discussed monthly in the appropriate meeting and decisions pertaining to progress are documented.				
6. Time for collaborative planning is included in the schedule				
7. Guidance and support are provided by central office to the schools for VTSS implementation				
8. There is evidence of tier definition inclusive of academics and behavior (TA02)				
A. Number of tiers				
B. Instruction and intervention for each tier is defined				
C. Number of students per group at Tiers 2 & 3				
D. Fidelity checklist for instruction at each tier – including attendance and process*				
E. Professional development on the progress monitoring process has been provided to all staff				

<b>Monitoring Student Progress</b>	1 Not	2 Partly	3 Fully	4 DK
1. An assessment map exists for the division.				
2. A process exists to monitor fidelity of assessment. (TA03)				
3. A method for individual student progress monitoring is established (TA03)				
A. Students in tier 2 and above are progress monitored every one to two weeks				
B. A combination of curriculum based measures (CBMs) and other multiple measures exists				
C. Both the level of learning and rate of learning are assessed				
D. Progress monitoring graphs are a part of the student record.				
E. Progress monitoring data are used to evaluate the efficacy of interventions				
4. Method of progress monitoring at each tier is defined (TA03)				
5. Cut scores and decision making rules are established for each tier (TA03)				
6. Students participate in self-monitoring and tracking of learning progress				
7. Professional development has been provided to all staff on assessment purpose and utilization				
8.				
9.				

<b>Problem - Solving</b>	1 Not	2 Partly	3 Fully	4 DK
1. A problem-solving method has been identified and defined (TA03)				
2. Training on the problem-solving process exists				
3. Meeting documents give evidence of the use of a problem-solving process				
4. Fidelity of the use of a problem solving method is observed and documented				
5. Problem-solving teams are comprised of individuals representing other areas of support who share responsibility				
6. Problem-solving meeting results are part of pre-referral/ referral meetings for special education				
7.				
8.				

<b>Curriculum</b>	1 Not	2 Partly	3 Fully	4 DK
1. Core curriculum meets needs of at least 80% of all students (SOL and Universal Screening data)				
2. Academic structure is aligned with the Standards of Learning				
3. Behavioral structure is aligned with PBIS Benchmarks of Quality				
4. Resource mapping of evidence based interventions is completed for the purpose of matching instruction to student need (TA02)				
5. Lesson plans reflect the mapping and pacing guide for the curriculum				
6. A map of services at all tiers that includes remediation and rigor is defined (TA02)				
7.				

<b>Instruction</b>	1 Not	2 Part	3 Full	4 DK
1. Staff are trained in evidence-based instructional practices for academics				
2. Staff are trained in evidence-based instructional practices for behavior (PBIS flowchart) and student engagement				
3. Staff are trained in evidence-based instructional practices for student engagement				
4. Evidence of differentiation is documented in Tier 1				
5. Fidelity of instruction, intervention, and assessment is monitored by the use of a verified checklist (TA03)				
6. Grade level teams share evidence of student mastery of learning standards*				
7. Instructional match is verified by assessment data or other need based indicator for academics (TA02)				
8. Instructional match is verified by assessment data or other need based indicator for behavior (TA02)				
9.				
10.				

<b>Family and Community Partnerships</b>	1 Not	2 Part	3 Full	4 DK
1. A document to explain VTSS has been developed for families				
2. Family involvement practices at all tiers are defined				
3. A school board presentation on the framework of VTSS is in place				
4.				

<b>Evaluation</b>	1 Not	2 Part	3 Full	4 DK
1. A system is in place for reviewing student data in a consistent manner				
2. A system is in place for reviewing the VTSS process at the division and building level				
3. All plans, such as school improvement and continuous improvement, are integrated and reflect the VTSS framework				
4. School division data demonstrate improved outcomes for students according to multiple measures				
A. Reading				
B. Math				
C. Behavior				
5. A longitudinal evaluation plan is in place				
6.				