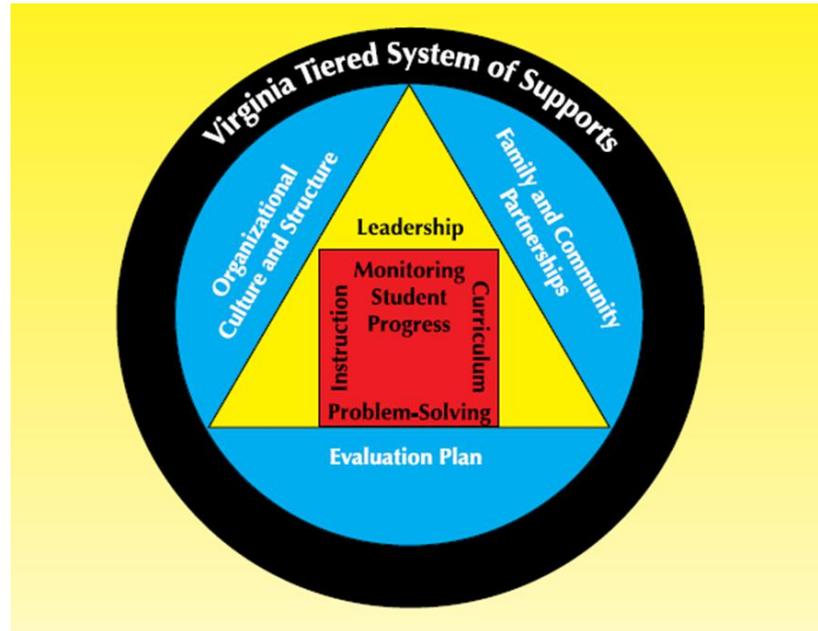
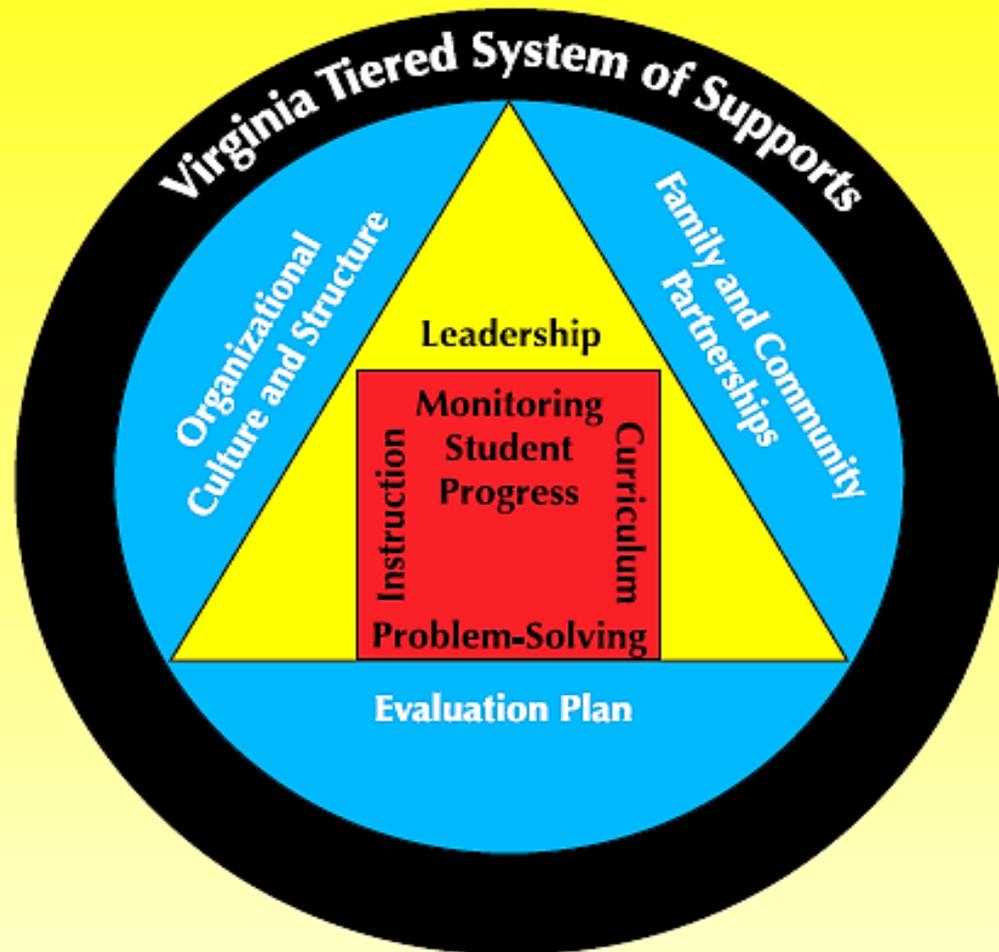


# *Virginia Tiered Systems of Support (VTSS)*



Virginia Department of Education  
Charlottesville, VA  
December 12, 2013

# Organizing Ourselves for Sustainable Change



# Learning Intentions

- Understand key components and language of VTSS
- Understand link to School Improvement
- Create a draft of tier definition and resource mapping
- Understand how these components will fit in their guidance document
- Develop leadership teaming structure alignment

# Remember ...

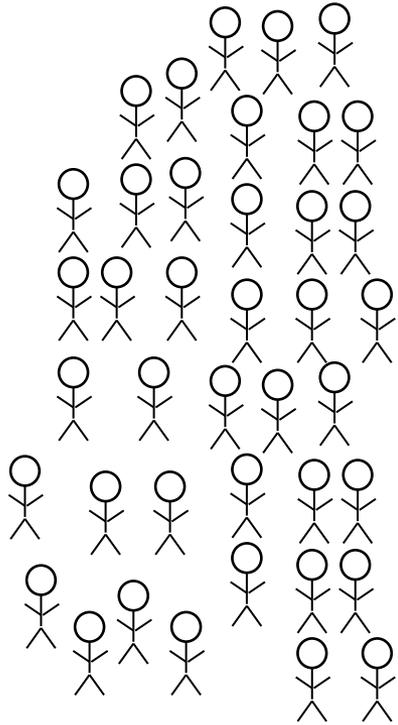
**VTSS** is a *data-driven decision making approach* for establishing the *academic and behavioral* supports needed for a school to be an *effective learning environment* (academic and behavior) for *all students*.

*Increase Effectiveness and Efficiency*

*Process for Continuous Improvement*

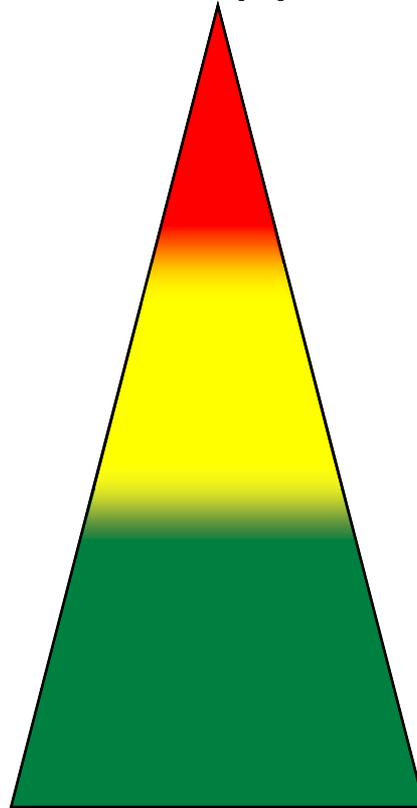
# *Three Tiered Framework of Student Supports*

These students



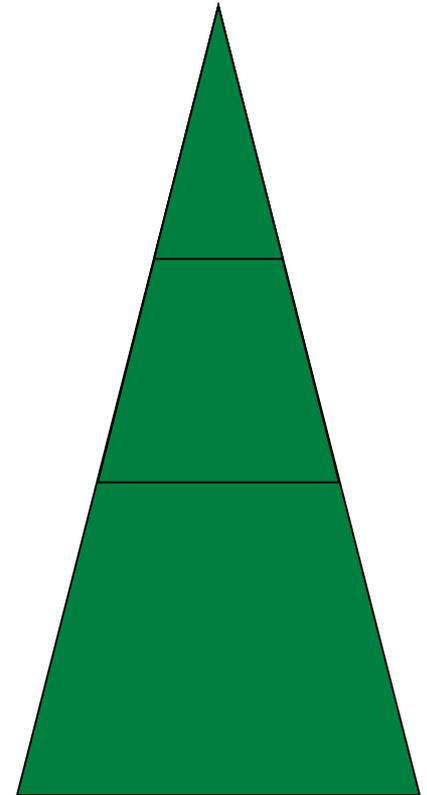
+

get these tiers  
of support



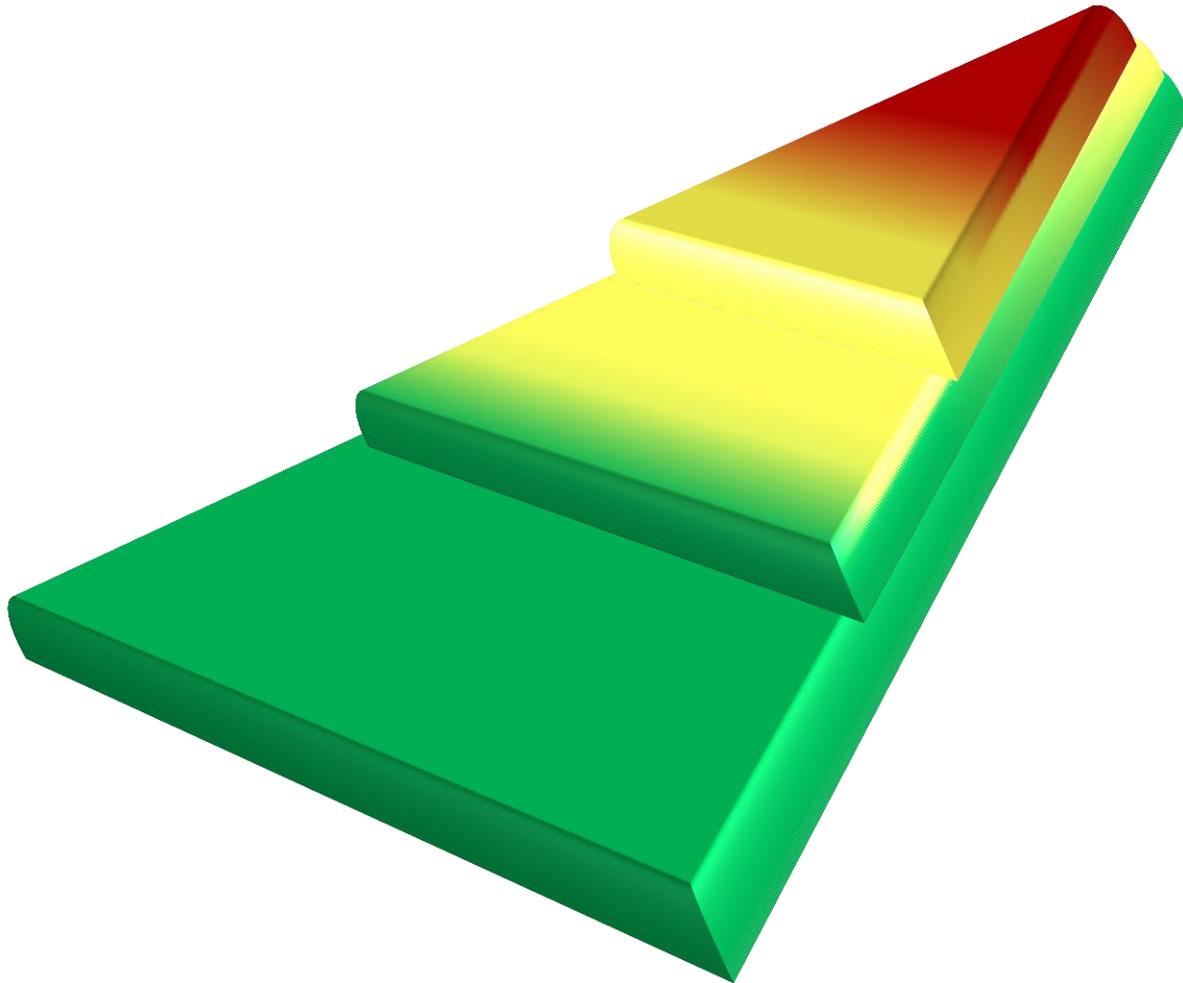
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in order to meet  
benchmarks.

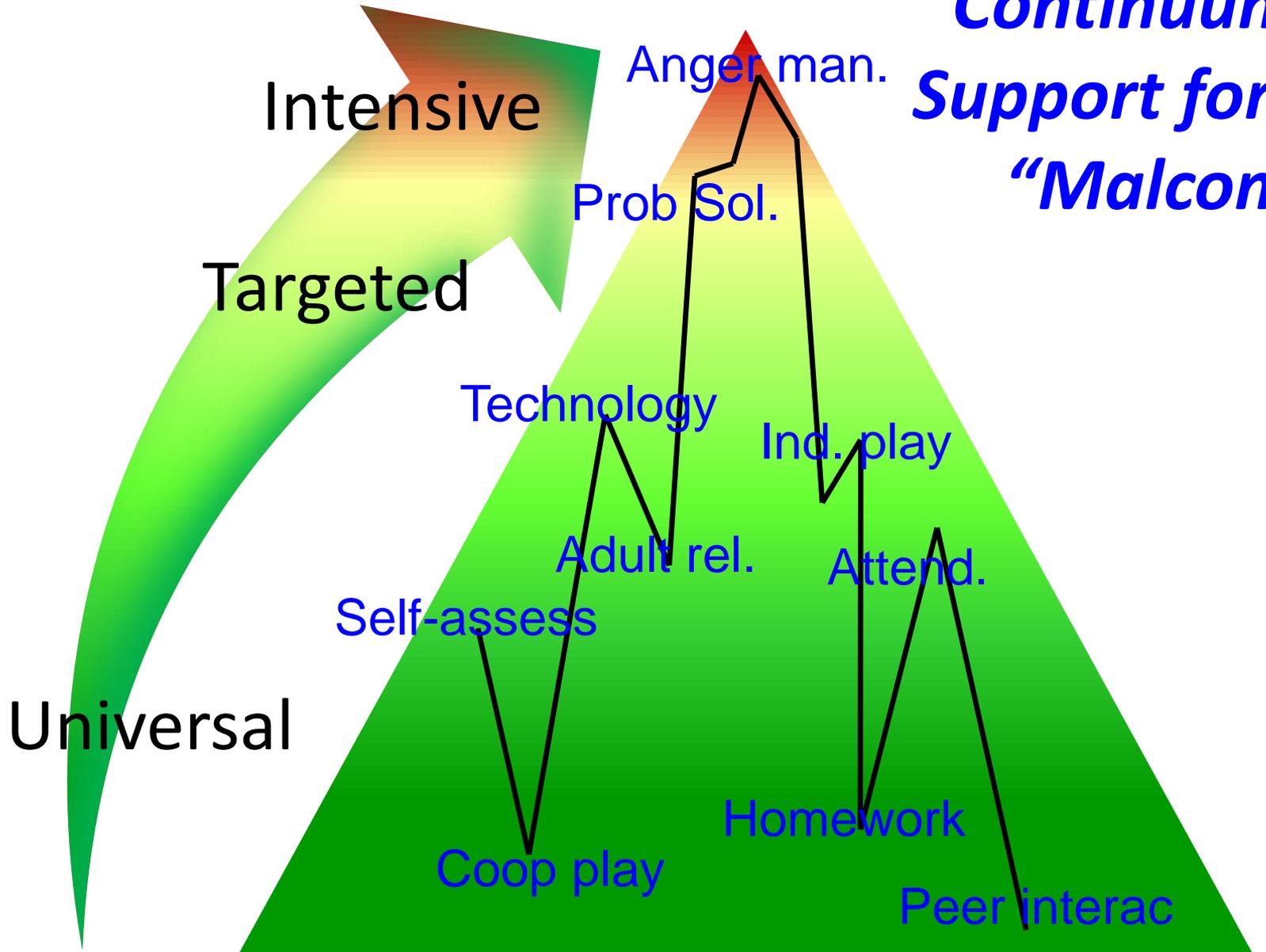


**The goal of the tiers is student success, not labeling.**

# TIER I: Core, Universal

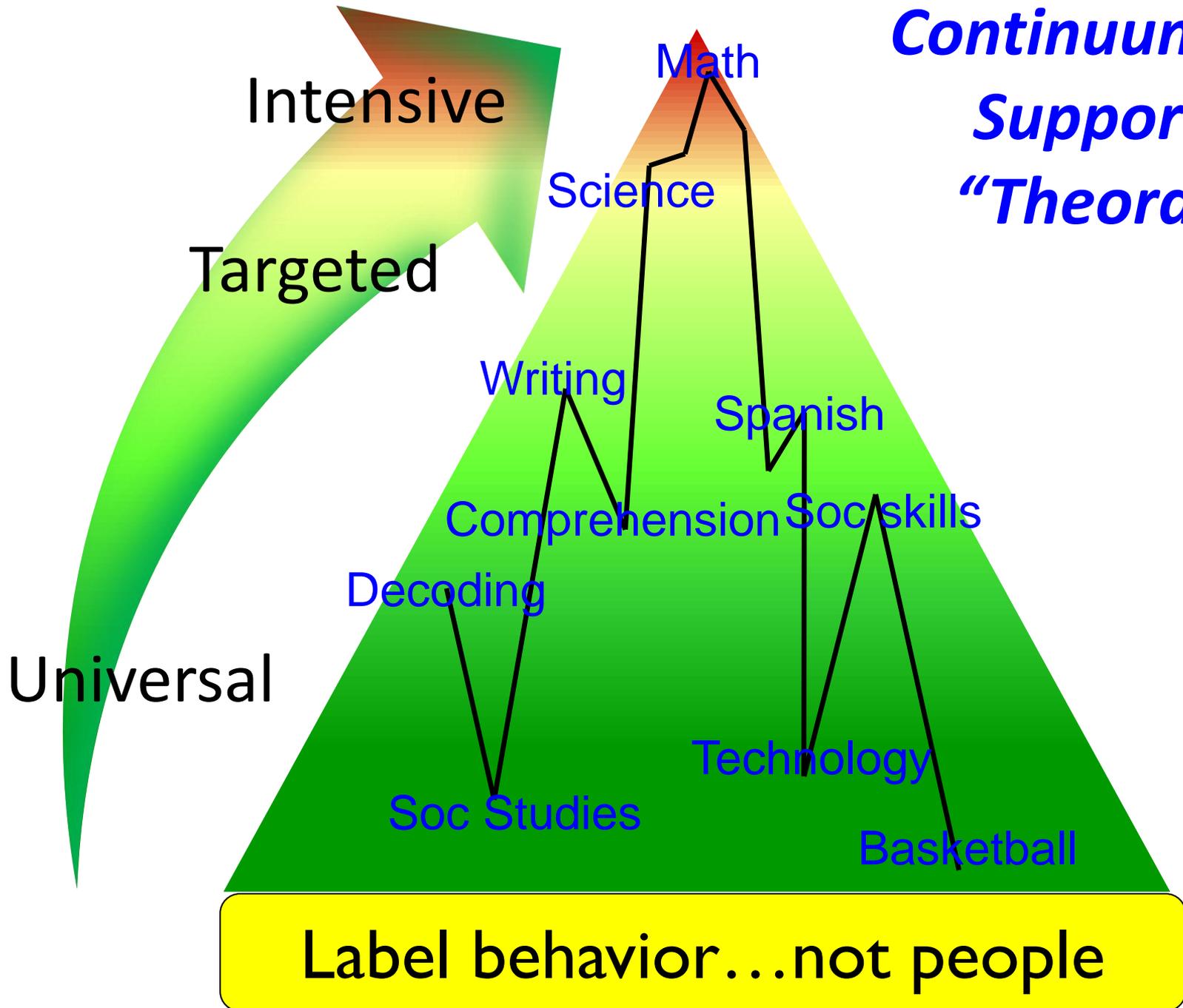


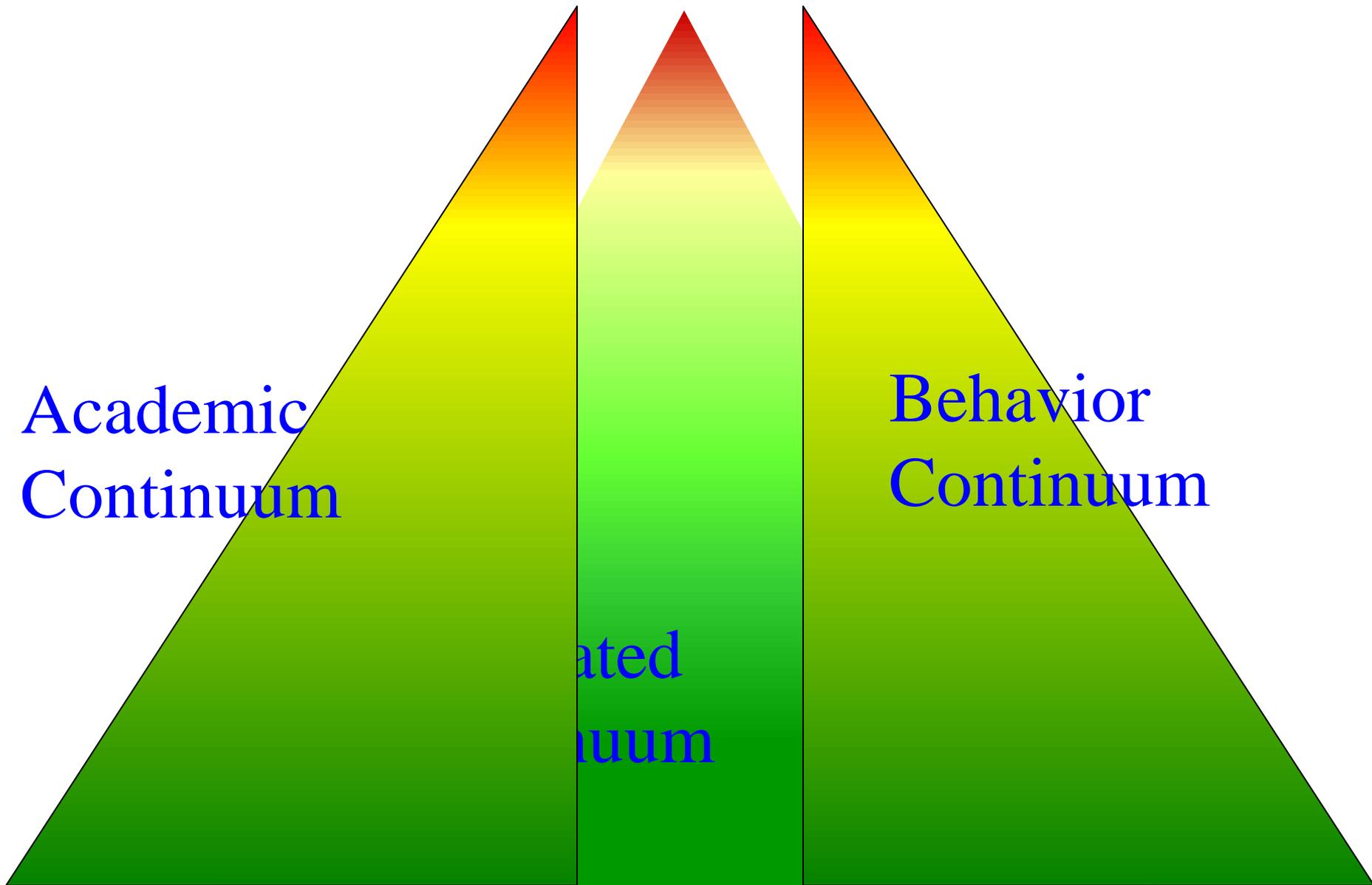
***Continuum of Support for ALL: "Malcom"***



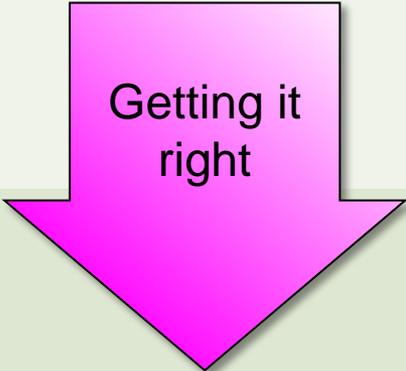
**Label behavior...not people**

***Continuum of Support  
"Theora"***

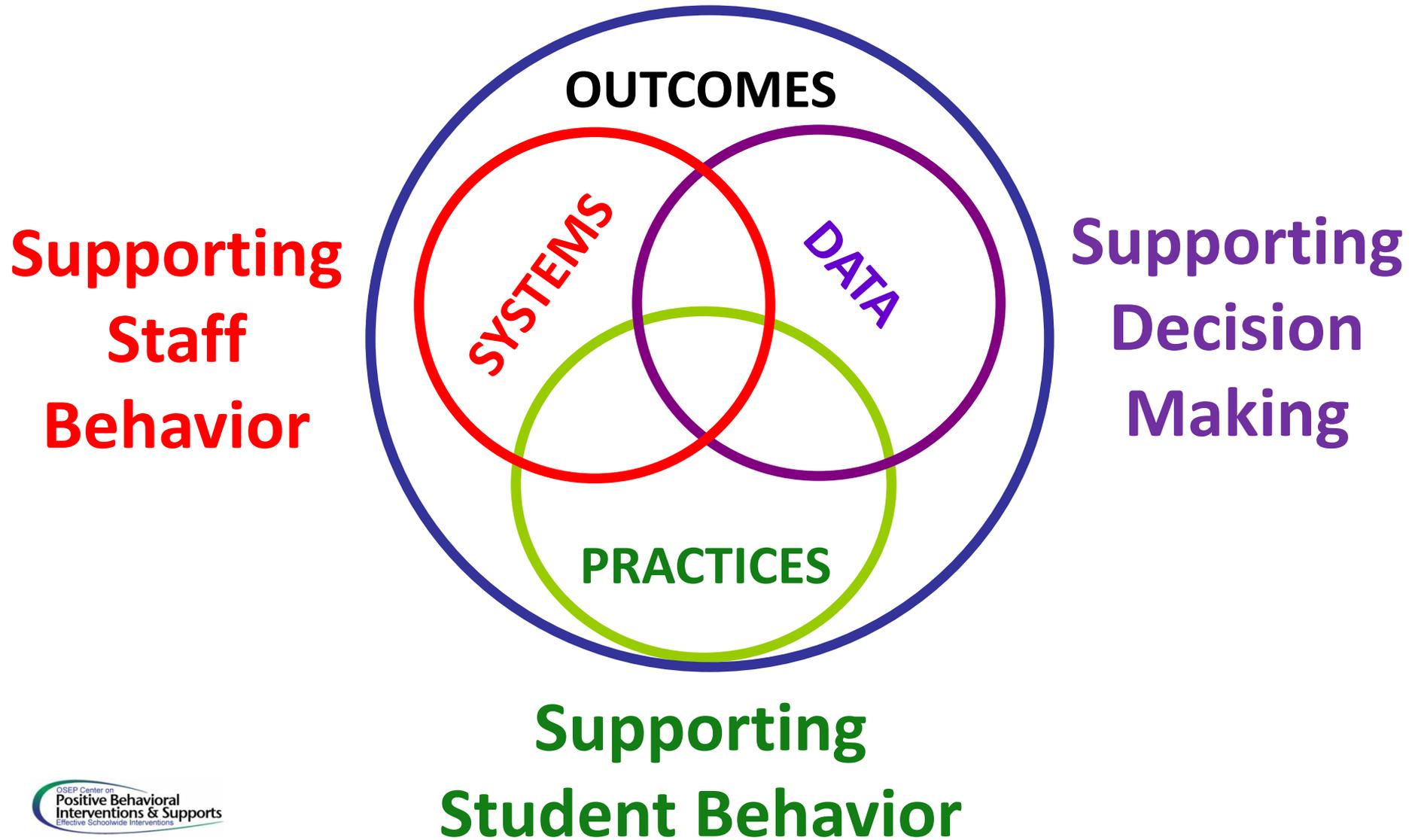




# Stages of Implementation

Focus	Stage	Description
 <p>Should we do it</p>	Exploration/Preparation Activities	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
 <p>Getting it right</p>	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.
	Initial Implementation	Roll-out the practices, work out details, learn and improve before expanding to other contexts.
 <p>Making it better</p>	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Sustainability/Continuous Regeneration	Make it easier, more efficient. Embed within current practices.

# Tiered System Supporting Improvements in Social Competence & Academic Achievement



1. DATA: Multiple Measures that Inform Data-Driven Decision Making (TA01)

- Identify existing data
- Identify data relevant to inform decisions
- Specify how data will be collected, summarized, & used in decision-making & action
- Examples: Office Discipline Referrals, Attendance, On-Time Graduation, Social Skills Screening, SOL Strand Analysis, Formative Assessments, Benchmark Assessments, and Diagnostic Assessments

2. Precise Description of Current Reality (TA01) for the team (TA01)

4. Solution Actions for STUDENTS (TA02) (How will students be supported in their work to reach goals?)

- Tier I instruction: Explicit and direct
- Evidence-based interventions
- School Schedule
- Intervention Plans

4. Solution Actions for SYSTEMS (TA02) (How will staff be supported in their work to reach goals?)

- Further definition of all tiers (including the definition of solid core instruction for reading, math and behavior)
- Development of decision rules for entry into and exit from intervention
- Development of a plan for professional learning based on identified need
- Capacity for efficient and effective data meetings
- Curriculum Mapping
- Assessment Mapping
- Resource mapping and allocation
- Family and Stakeholder Engagement

Implementation Actions

To Dos: Who? By When?

Implementation Actions

To Dos: Who? By When?

5. Implementation Fidelity (TA03)

- Instructional fidelity measures

5. Implementation Outcomes (TA03)

- Progress monitoring
- Summative Assessment

5. Implementation Fidelity (TA03)

- Fidelity measures
- Observations/walk-thru

5. Implementation Outcomes (TA03)

- Professional learning plan based on evaluation data

Develop Solution Actions to Meet Goals

**USE YOUR HANDOUT**

# VOCABULARY

1. **Verify** the words and put them on sticky notes
2. **Organize** your sticky notes into a diagram which shows the relationship of the words to each other as you understand them in the context of VTSS.
3. **Communicate** your reasoning and share your diagram.
4. **Assess & Adjust** your diagram as you hear different points of view
5. **Build** your understanding & expand your diagram with related words.

# Leadership

# Explore Leadership Teams' Roles and Responsibilities - **Communicator**

- Understands and articulates VTSS to others through collegial discussions, presentations, work sessions, demos, or conferences
- Informs faculty about work session discussions and decisions re: school-wide initiative
- Communicates regularly with VTSS Leadership Team, faculty, and administration
- Provides positive feedback to staff
- Provides faculty with necessary information to facilitate successful student access to the curriculum at all tiers
- Participates in discussions of VTSS implementation in cross-curricular settings
- Shares information about the VTSS with the community

The total amount of communication going to an employee in three months- 2,300,000 words or numbers.

Typical communication of a change vision over a period of three months is 13,400 words or numbers(= to 1-30 minute speech, 1- hour long meeting, 1- 600 word article and 1- 2,000 word memo).

**$13,400/2,300,00 = <1\%$  OF THE  
COMMUNICATION MARKET SHARE**

**SOURCE: *LEADING CHANGE* BY JOHN P. KOTTER**

# Compass Activity



*Discovering the “Direction” you take working in teams  
Understanding the “Direction” of others ...*

# *Which direction most closely describes your personality style?*

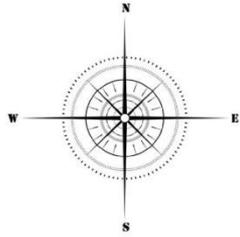
- 1. Read the short narrative for each direction provided at your tables.*
- 2. Decide on the direction that most closely describes your personality style.*
- 3. When given the instruction, please the direction that you chose.*



# Directions for Activity

1. Answer the questions provided.
2. Record answers on post-it pad on the wall.
3. Place the colored dot on your name tag for future use. ● ● ● ●
4. Identify someone who is prepared to share out answers with the large group.





# *Discussion Questions*



*What are the strengths of your style?*



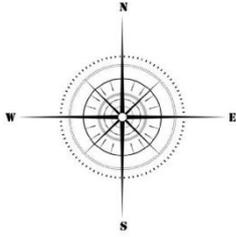
*What are the limitations of your style?*



*What style do you find most difficult to work with and why?*



*What do people from the other “directions” or styles need to know about you so you can work together effectively?*



# *Final Questions to Consider*



*What do you value about the other three styles?*



*What is the value of having the other three styles on a team?*



*What do you think would happen if you only had one point on the compass represented on your team?*

## **NORTH: Action**

*Just do it!*

*HANDS that helps us ACT on  
our lives to succeed in our goals*

## **WEST: Structure**

*Who, what, when, where?*

*RIGHT hemispheres of our brain  
that get us out of our shell*



## **EAST: Meaning**

*Imagine, generate, create*

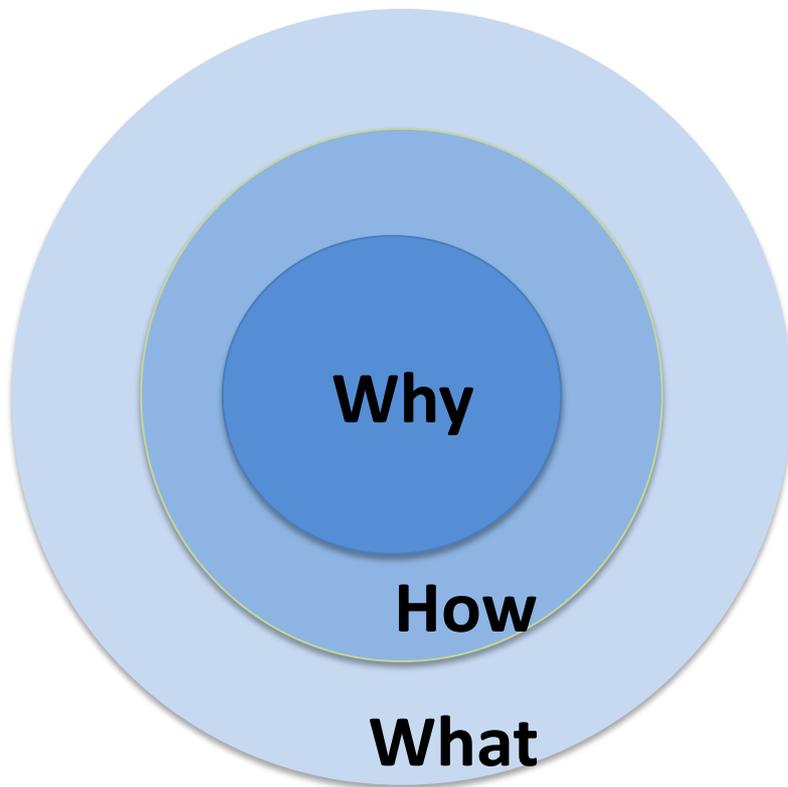
*LEFT hemispheres of our brain that  
educates us, helps us weigh the pros  
and cons -- and make responsible  
choices*

## **SOUTH: Caring**

*We need to consider feelings*

*Hearts that provide us love, warmth, and  
compassion at a time we need it the most*

# Communicating your message from the inside out



**Why** is this important to student achievement?

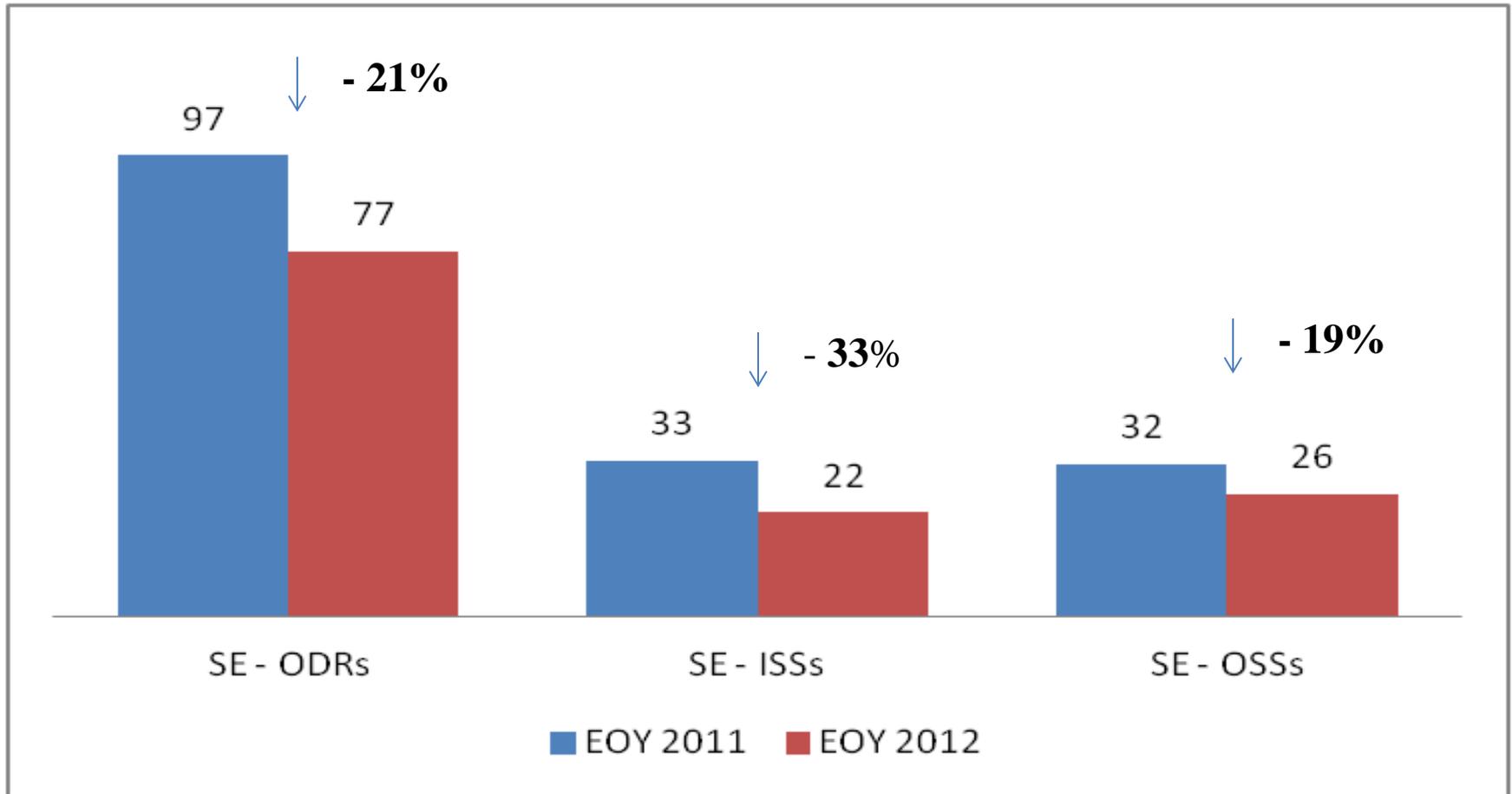
**Why** do we need to do this work?

**How** can I as a \_\_\_ teacher contribute to the initiative?

**How** will teachers be supported?

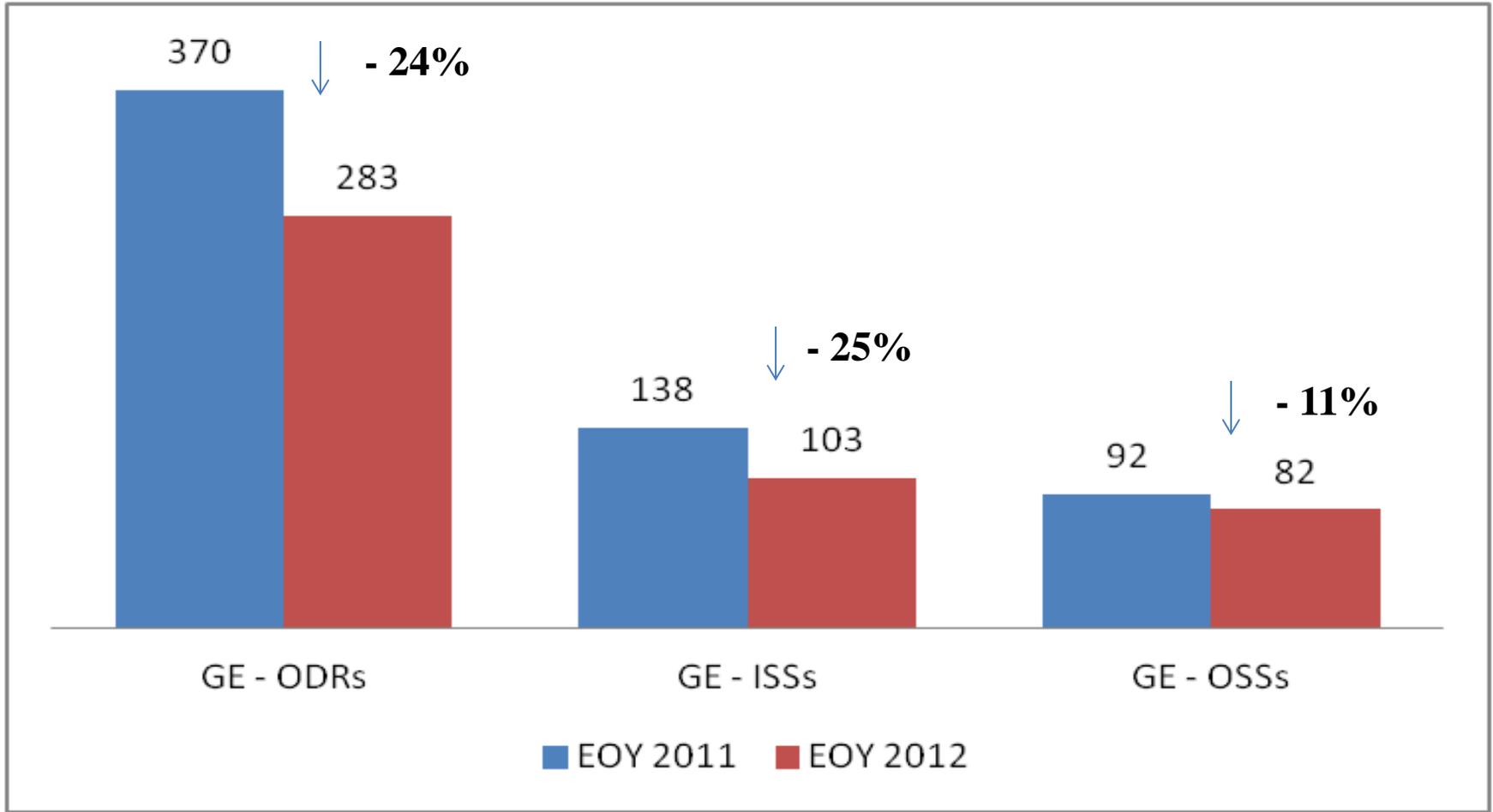
**What** does this look like in our school/division?

**Figure 2:** Cohorts 1-4 Combined Outcome Data Comparisons –  
Special Education



SE – Special Education Students

**Figure 1:** Cohorts 1-4 Combined Outcome Data Comparisons – General Education



GE – General Education Students; ODR– Office Discipline Referral; ISS-In School Suspension; OSS—Out of School Suspension

36.45 Admin Days Saved

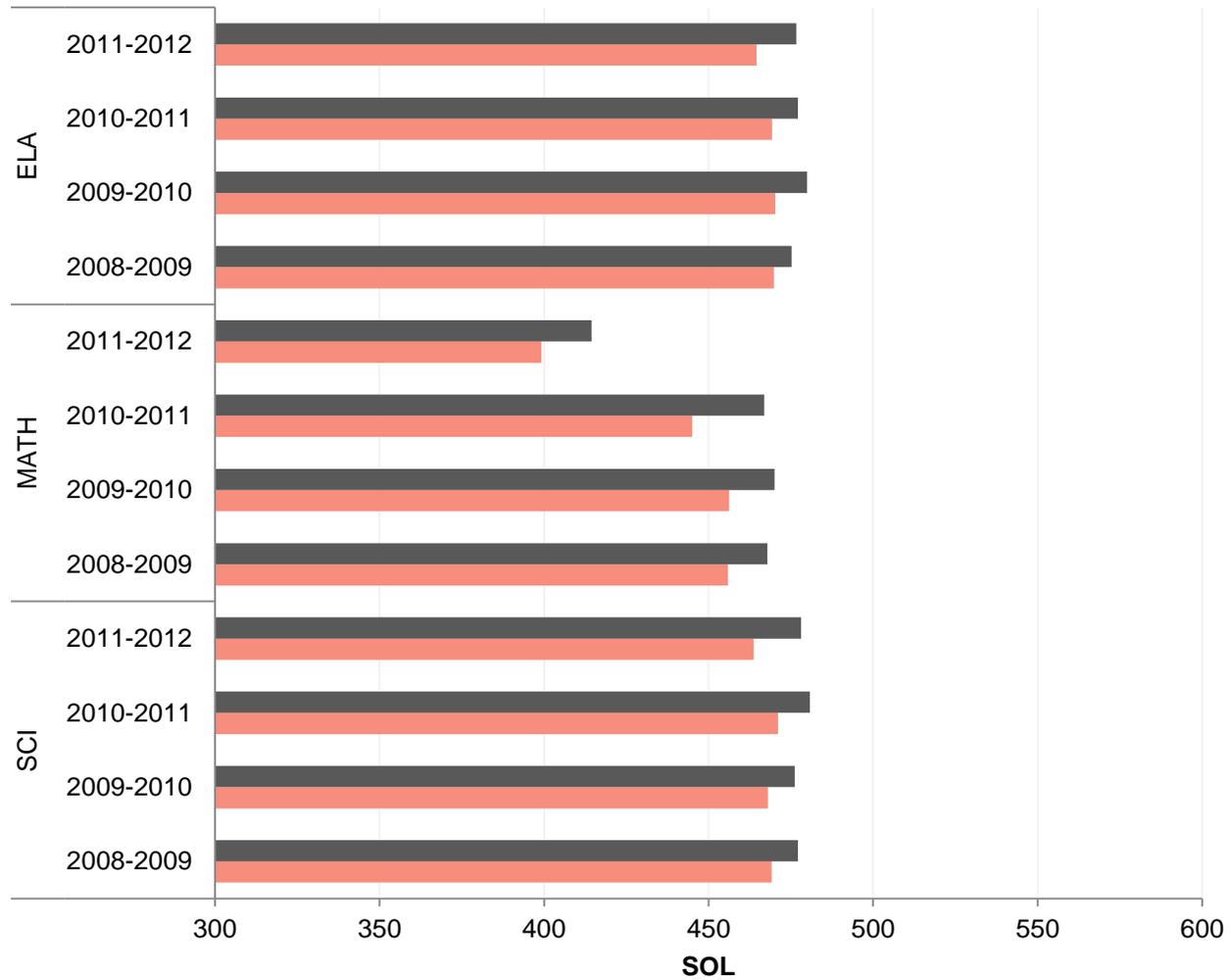
18.45 Classroom Days Saved



# SOL Results by Year

## Middle Schools

■ Rtl School ■ Control School



## SIM™ Learning Strategies help students...

90%

- improve their literacy skills

91%

- organize written and oral language

88%

- with comprehension

79%

- access the general curriculum

74%

- improve grades in my class

72%

- improve their performance on SOL tests in my content area

**Sandy Hart, VTSS Coach/Consultant  
Mike Hill, PASS Coordinator,  
Office of School Improvement**

**A Critical Link to “Why”  
School Improvement**



# Indistar Indicators for School Improvement - Required Indicators:

- TA01REQUIRED - The school uses an identification process for all students at risk of failing or in need of targeted interventions. (2931)
- TA02REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)
- TA03REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)

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## **VTSS - Identify, understand and clearly define needs**

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**VTSS - Careful matching of needs to a continuum of effective evidence-based interventions**

- TA03REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student

**VTSS Progress Monitoring - informed decisions for increasing/fading supports to ensure that students respond to interventions in a timely manner**

# **Example of a Guidance Document or Manual for VTSS**

## **From Prince William County Public Schools**

### **Section I. Infrastructure**

- PWCS MTSS Mission and Vision with Connections to Strategic
- MTSS Flowchart
- What Makes a School in PWCS an MTSS School
- PWCS MTSS Blueprint
- Needs Assessment
- VTSS Benchmarks
- Tier Definition Template
- Continuum of Services Menu

### **Section II . Research Based Intervention and Assessment**

- Assessment Mapping
- Sample Intervention Plan
- Blank Intervention Plan
- Intervention Plan Checklist
- Fidelity of Implementation Overview and Instructions

### **Section III. Data Based Decision-Making and Problem-Solving**

- Types of Data Meetings
- Problem-Solving Process
- Individual Problem Solving Meeting Notes
- Glossary
- Appendix

# Resource Mapping

- What are the **practices** in place at each tier of the triangle?
- Are they **evidence-based** practices?
- How are you measuring effectiveness of practices (**data**)?
- Who are the **service delivery teams/personnel** (e.g., graduation coach, PALS teacher, Math Coach)?

# Examples of Behavior and Reading Practices

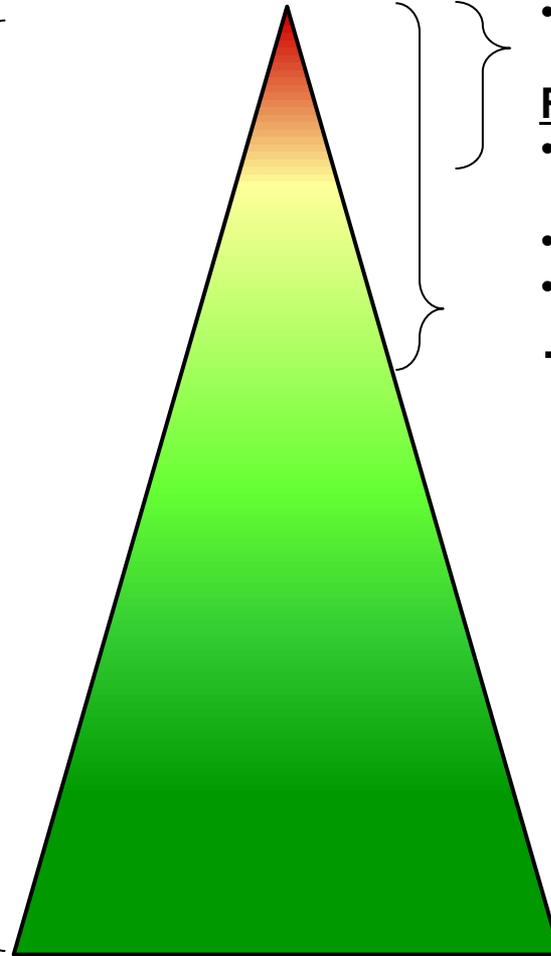
## Universal Prevention

### Behavior

- Identify expectations
- Teach
- Monitor
- Acknowledge
- Correct

### Reading

- Evidence based curriculum focused on:
  - Phonemic Awareness
  - Alphabetic Principal
  - Fluency
  - Vocabulary
  - Comprehension
- Adequate teaching time
- Trained instructors
- Progress monitoring
- Active participation with frequent feedback



## Intensive Intervention

### Behavior

- Individualized, functional assessment based behavior support plan

### Reading

- Scott Foresman Early Reading Intervention
- Reading Mastery
- Corrective Reading

## Targeted Intervention

### Behavior

- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

### Reading

- Teacher-Directed PALS
- K PALS
- First Grade PALS
- Road to the Code
- REWARDS
- Peer Assisted Learning Strategies
- Read Naturally

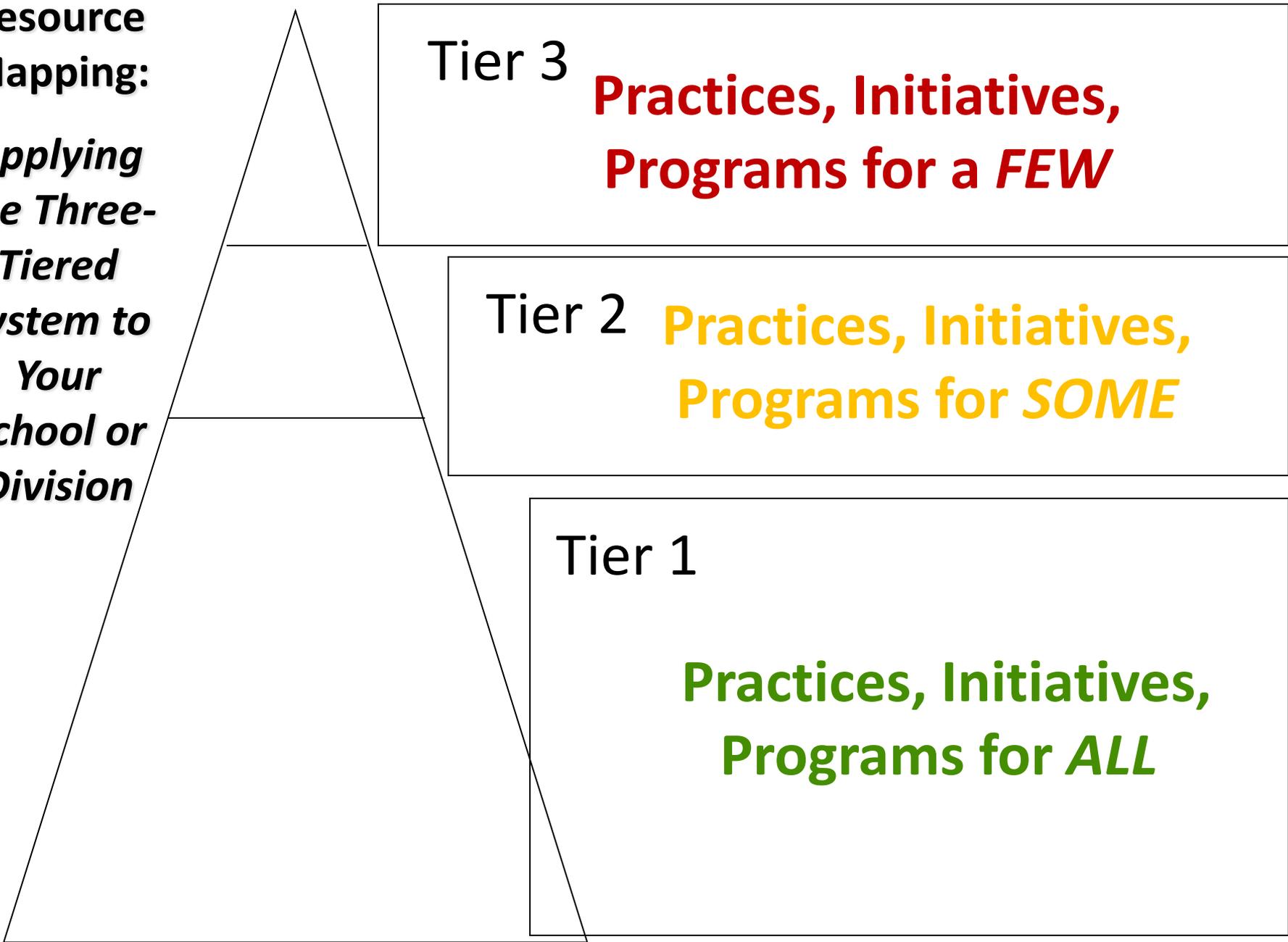
Continuum of Supports

# Resource Mapping

- What are the **practices** in place at each tier of the triangle? Are they **evidence-based practices**?

**Resource Mapping:**

***Applying the Three-Tiered System to Your School or Division***



**Tier 3**  
**Practices, Initiatives, Programs for a *FEW***

**Tier 2**  
**Practices, Initiatives, Programs for *SOME***

**Tier 1**  
**Practices, Initiatives, Programs for *ALL***

# Resource Map: Inventory

Tiers	What practices are in place?	Who receives support?	Who are the providers?	How is progress monitored?	How do students enter & exit?
Tier I					
Tier II					
Tier III					

# Action Planning

- Discuss as a team
  - How will you facilitate this activity with your colleagues at the division and school levels?

	Tier 1	Tier 2	Tier 3
Numbers and Number Sense			
Computation and Estimation			
Measurement			
Geometry			
Probability and Statistics			
Patterns, Functions, and Algebra			

	Tier 1	Tier 2	Tier 3
Phonics			
Fluency			
Comprehension			
Vocabulary			
Morphology, Phonemic Awareness			

# Tier Definition

*“The beginning of wisdom is to call things by their right names.”*

*-Chinese Proverb*

	Reading	Math	Behavior
Defined			
Curriculum and Instruction			
Number of Students in Group			
Time			
Assessments			
Entry Criteria to Tier 2			
Staff			
Fidelity Monitoring			
Parent Involvement			

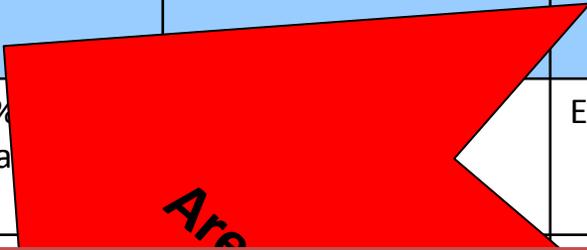
# Aligning Teaming Structures

- Allows schools to identify the multiple committees/teams within their school
- Helps identify purposes, outcomes, target groups, and staff
- Assists schools in addressing, evaluating, and restructuring committees/teams and initiatives to address school improvement plan
- Important for schools to identify ways in which existing committees/teams support SWPBS/ESD implementation

Initiative/ Committee/ Team	Purpose and SIP Goal Supported	Measurable Outcome	Target Group	Staff Involved	Overlap? Modify?
Attendance Committee	Increase attendance, Goal #2	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Yes-fold to SW PBS/ESD
School Climate Committee	Improve Climate, Goal #3	Improve Climate	All students and staff	Marlee, J.S., Ellen, Eric	Yes-fold into SW PBS
Safety Committee	Improve safety, Goal #3	Predictable response to threat/crisis	Dangerous students	Has not met	Yes-fold into SW PBS
School Spirit Committee	Enhance school spirit	Improve morale	All students and staff	Has not met	Yes-fold into SW PBS
Discipline Committee	Improve behavior, Goal #3	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Yes-fold into SW PBS
Student Support Team/Problem Solving Team	Goal #1	# of referrals to SPED or other services	Some and a few students	Marlee, Tom, Darlene	Discipline, DIBELS, FACTS...
SWPBS Team	Implement 3-tier framework to support behavior, Goals #2 and #3	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students and staff	Eric, Ellen, Marlee, Otis, Emma	Yes- continue

Working Effectively and Efficiently ???

Initiative/ Committee/ Team	Purpose and SIP Goal Supported	Measurable Outcome	Target Group	Staff Involved	Overlap? Modify?
Attendance Committee	Increase attendance, Goal #2	Increase % students attending daily		Eric, Ellen, Marlee	Yes-fold to SW PBS/ESD



- 1. Eliminate teams that do NOT have a defined purpose and measurable outcome.**
- 2. Combine teams that have the same measurable outcome and/or same target group**
- 3. Combine teams that have 75% of the same staff**
- 4. Eliminate teams that are not tied to School Improvement Goals.**

SW PBS team	Implement 3 tier framework to support behavior, Goals #2 and #3	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students and staff	Eric, Ellen, Marlee, Otis, Emma	Yes-continue
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# Use Worksheet to Organize Your Teams Responsible for ALL Programs/Initiatives

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc)

Step 2: Complete the *Aligning Teaming Structures* document

Step 3: Based on your results, what committees/teams can you:

(a) align and integrate to support everyone's efforts towards the school strategic plan and mission