

VTmtss Sources for Informative Systems Data by Component

Systemic and Comprehensive Approach

Characteristic #1: Culture of growth and improvement that includes a vision for student success

- Established mission/vision
- Climate Committee - notes/agendas
- Climate survey results
- Articulated Supervision and Evaluation connected with professional development
- Scheduled district student instructional & behavioral data review with analysis of results
- District level embedded professional development plan & results (e.g., coaching)

Characteristic #2: Leadership at all levels is committed to a sustained focus over time

- Continuous improvement plan that articulates VTmtss components/actions and ways to capture the results
- Evidence of leadership commitment to a sustained focus which includes allocation of resources which is reflected in decision making as evidenced in agendas, meetings, minutes

Characteristic #3: Systems and structures are in place to support VTmtss

- Evidence of the appropriate expertise assigned to the appropriate priority (e.g., schedules)

Effective Collaboration

Characteristic #1: Culture of growth and improvement that includes a vision for student success

- Any documents that articulate collaborative structures
- Norms and identified team roles/responsibilities
- Belief statements/guiding principles
- Decision-making protocols

Characteristic #2: Intentional, ongoing collaborations to improve outcomes for all students

- PLC/data team agendas and minutes
- Defined, written EST process and reporting
- Parent communications, engagement and participation, agendas and minutes
- SEL and behavior meeting team agendas and minutes

Effective Collaboration

- Parent/community participation in school events, conferences and open houses

Characteristic #3: Collaborative problem solving uses data to improve teaching and learning

- Internal student data use is evidenced in school collaborations
- Access to school-level assessment data is evidenced on district/school website, informal and formal community publications, etc.

High-quality Instruction and Intervention

Characteristic #1: Culture of instructional excellence and engagement

Climate survey results

- Evidence of work towards collective goals for instruction for all children
- HQT teachers
- Evaluation system protocol

Characteristic #2: Instruction and Intervention is aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and

- Observations and walkthrough data
- Aligned Curriculum and Assessment plan
- Formal opportunities for teachers, interventionists, and student support services to collaborate and use data to inform instruction
- Defined and systematized intervention processes that articulate student progress and movement

Characteristic #3: High quality universal instruction that includes personalization, effective interventions and layered supports for all students

- Aligned Curriculum and Assessment plan
- Teacher evaluation system
- Classroom/Intervention/Special Education Schedules
- Observations and walkthrough data
- Performance Assessments

Comprehensive and Balanced Assessment System

Characteristic #1: Culture of data informed decision-making

- Data for social emotional, behavioral, and academic success
- Schedules, agenda, notes for data informed collaboration

Characteristic #2: Comprehensive and balanced assessment system that ensures student success across the school/district

- Comprehensive Local Assessment Plan
- Student academic results
- Benchmarked assessments to a targeted score
- Scheduled calibration for administering and analyzing assessments used

Characteristic #3: Data is intentionally collected, analyzed, and interpreted at the classroom, grade, school, and system levels

- Leadership and faculty meeting agendas and minutes
- Defined, written EST process and reporting
- PLC/team/grade level, etc. meeting agendas and minutes

Expertise

Characteristic #1: Culture that cultivates, develops, and expands expertise

Professional learning plans

- Teacher/staff evaluation goals
- Community educational event participation
- Parent/family/caretaker event participation
- Communications with family and community partners

Characteristic #2: Expertise used flexibly and efficiently to develop, maintain, and employ resources to ensure success for all students

- Budgets and grant documents
- Resumes, CVs, experience of faculty and staff
- CIP, CNA, action plans
- Recruitment and retainment plan

Characteristic #3: All students have access to the expertise needed when they need it

- Data results: academic, social emotional, & behavioral
- Staffing policies and allocations