

COLORADO

Multi-Tiered System of Supports

DISTRICT IMPLEMENTATION GUIDE



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Introduction

This Colorado Multi-Tiered System of Supports (COMTSS) District Implementation Guide was developed for districts as a roadmap of activities to achieve COMTSS implementation. The foundation of this roadmap is based on the COMTSS [District Practice Profile](#) and guided by the [District Capacity Assessment](#) (DCA).

The COMTSS practice profiles clearly define standards for what COMTSS looks like in practice at the regional, district, and school level and would be a good place to start understanding the expected outcomes and goals of the five COMTSS components: [Team- Driven Shared Leadership](#), [Data-Based Problem Solving and Decision-making](#), [Family School and Community Partnerships](#), [Comprehensive Screening and Assessment System](#), and [Layered Continuum of Supports](#).

The District Implementation Guide helps teams navigate through the implementation stages of systems change. Although presented in a linear fashion within the table, the activities often occur simultaneously or in a different sequence based on readiness and local context. Some sections of this guide may take multiple meetings to complete. Focus should be on quality as the activities are completed rather than completing each activity quickly. It is often the case that the discussion surrounding each item generates valuable information that can be used for future planning and considerations when prioritizing actions and activities. Note that the implementation year begins in January and not the beginning of the school year to allow districts to plan and prepare teaming structures.



1

Exploration Stage

The exploration stage is when a site is considering the use of COMTSS. The purpose of the exploration stage is to determine the extent of the identified needs, how well COMTSS meets those needs, and whether implementation of COMTSS is feasible.

2

Installation Stage

The installation stage is when a district has decided to move forward with a selected COMTSS area of focus.

3

Initial Implementation Stage

The initial implementation stage is when the COMTSS District Implementation Team begins to deliver/use the COMTSS areas of focus program/practice.

4

Full Implementation Stage

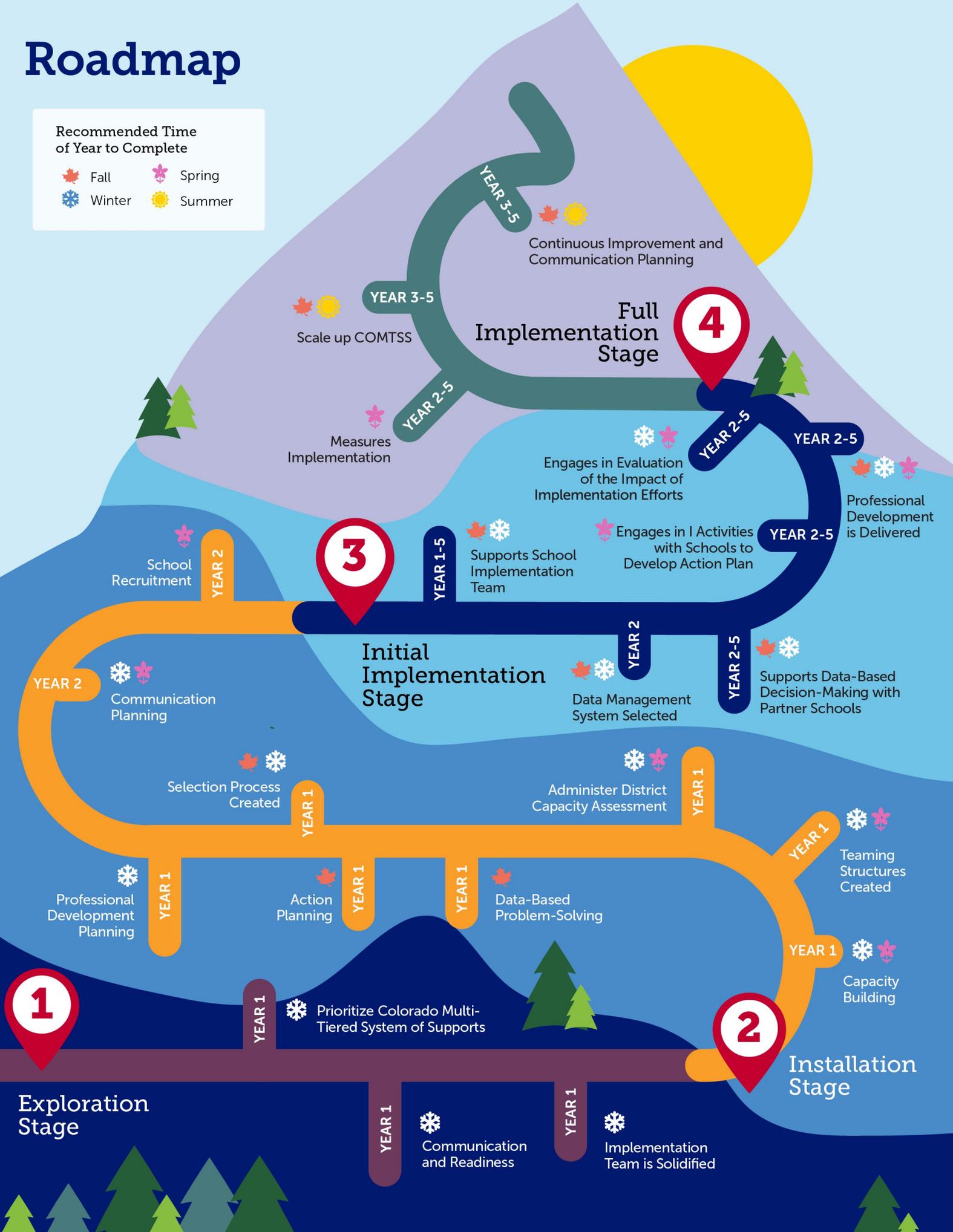
The full implementation stage is when the COMTSS District Implementation Team and at least 50% or more of intended schools are using the COMTSS areas of focus program/practice with fidelity and outcomes are being achieved.

The COMTSS District Implementation Guide consists of two distinct parts. The first is the overall roadmap that provides a snapshot of the main activities found with each implementation stage. The second part of the Guide is a table that goes deeper into COMTSS implementation stages, shows how each activity aligns with the COMTSS Practice Profiles and the District Capacity Assessment, and provides a space to rate progress.

Roadmap

Recommended Time of Year to Complete

-  Fall
-  Spring
-  Winter
-  Summer



Prioritize Colorado Multi-Tiered System of Supports

YEAR 1 ❄️



Role

Executive Leadership (District cabinet level leaders or administrators at the cabinet level)



Goal

Increase knowledge and understanding of COMTSS and commit to COMTSS Implementation as a priority.



Activities

The Executive Leadership adds the COMTSS Implementation in the District Unified Improvement Plan or Strategic Plan and informs School Board of the Commitment to COMTSS.

The district commits to:

- + Creating a COMTSS District Implementation Team (C-DIT) which must include one member with executive leadership and decision-making authority and include the team in the learning process
- + Identifying a COMTSS district coordinator to lead the C-DIT based upon the coordinator competencies. The Coordinator should have the capacity within their job description to lead the work with an initial recommended FTE of .25
- + Identifying and recruiting school administrators who will participate on the COMTSS District Implementation Team and agree to partner in COMTSS implementation as early adopters
- + Agreeing to meet monthly to engage in COMTSS activities



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Priority of the COMTSS Implementation is written in the District Unified Improvement Plan or Strategic Plan
- + Inform School Board of the Commitment to COMTSS
- + Select Schools that will act as early adopters



Resources

- + [COMTSS Website](#)
- + [COMTSS Online Academy](#)
- + [COMTSS Resources and Tools](#)
- + [Consultation with the Office of Learning Supports](#)



Communication and Readiness

YEAR 1 ❄️



Role

COMTSS District Coordinator



Goal

Communicate the establishment of the commitment to COMTSS



Activities

- + Create communication messages and methods announcing the commitment to COMTSS with district leadership, governing boards, staff, and community partners
 - » Messages should include why, what, who, and how
- + Intended outcomes of communication messages and methods are the following:
 - » shared understanding of why COMTSS
 - » elicit positive emotions/feelings
- + Identify other readiness activities to communicate with schools



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Demonstrated motivation/agreement to participate in COMTSS implementation.



Resources

- + [What Is COMTSS?](#)

[Back to Roadmap](#)



Implementation Team is Solidified

YEAR 1 ❄️



Role

- + COMTSS District Coordinator
- + Executive Leadership (District cabinet level leaders or administrators at the cabinet level)



Goal

COMTSS District Implementation Team (C-DIT) is solidified



Activities

C-DIT is in place and is comprised of key stakeholder representation including:

- + COMTSS District Coordinator
- + Executive leadership with decision-making authority
- + School administrators of at least two schools are included and attending trainings
- + Family liaison is in place to champion the design and support of capacity-building opportunities for families



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + List of team members with team roles and responsibilities



Resources

- + Lessons on the [Online Academy](#) related to this component



Data Sources

- + [Practice Profile Items](#)
 - » Family, School, and Community Partnerships (FSCP) - See items #3.1 and #3.4.
 - » Team Driven Shared Leadership - See item #1.1
- + [District Capacity Assessment Items](#)
 - » See #1-3

[Back to Roadmap](#)

Capacity Building

YEAR 1 ❄️ 🌸



Role

COMTSS District Coordinator



Goal

- + Increasing capacity in knowledge, understanding, and effective implementation of COMTSS for District Coordinators



Activities

- + Attend the professional learning workshops offered by the OFFICE OF LEARNING SUPPORTS
- + COMTSS District Coordinator engages with learning opportunities on the COMTSS website
 - » [COMTSS Online Academy](#)
 - » [COMTSS Resources and Tools](#)
- + Complete COMTSS [Equity Reflection Tool](#) to discuss centering specific equity considerations



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + COMTSS Coordinator Competencies Profile
- + Access to training materials
- + [Equity Reflection Tool](#)



Resources

- + [COMTSS Coordinator Training Series Padlet](#) includes recorded presentations, training resources and materials



Data Sources

- + [District Capacity Assessment Items](#)
 - » See #3



Teaming Structures Created

YEAR 1 ❄️ 🌸



Role

COMTSS District Coordinator



Goal

Teaming best practices are developed and implemented within the C-DIT



Activities

C-DIT creates a common vision and adopts organizational structures and processes. Activities include:

- + Develop norms
- + Set agenda template
- + Define roles and responsibilities
- + Schedule meetings
- + Determine internal and external communication structures
- + Select a decision-making protocol
- + Evaluate team effectiveness



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + C-DIT vision, norms, and expectations identified
- + C-DIT protocol and procedures documented (ex., agenda template, decision making protocol, roles and responsibilities)
- + Data from Meeting Foundations Checklist



Resources

- + Lessons on the [Online Academy](#) related to this component
- + [Meeting Foundations Checklist](#)
- + [COMTSS Coordinator Training Series Padlet](#)
- + [COMTSS District Practices Profiles](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team Driven Shared Leadership - See item #1.1
- + [District Capacity Assessment Items](#)
 - » See #4



Administer District Capacity Assessment

YEAR 1 ❄️ 🌸



Role

COMTSS District Implementation Team (C-DIT)



Goal

- + District Capacity Assessment (DCA) is completed to obtain a baseline score
- + COMTSS District Implementation Guide is reviewed to help guide implementation planning



Activities

- + C-DIT evaluates district capacity to implement COMTSS using the [District Capacity Assessment \(DCA\)](#)
- + C-DIT uses the COMTSS District Implementation Guide annually to inform action planning



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + District Capacity Assessment Report
- + District Implementation Guide Self-Evaluation completed



Resources

- + [District Capacity Assessment](#)
- + District Implementation Guide



Data Sources

- + [Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making- See item #2.4
- + [District Capacity Assessment Items](#)
 - » See #8

Data-Based Problem-Solving

YEAR 1 



Role

COMTSS District Implementation Team (C-DIT)



Goal

Select, define, and investigate priority area(s) of need



Activities

C-DIT is trained in the four-step problem solving process and goes through a data-based problem-solving protocol to prioritize needs. Consider the following:

- + District adopts a data-based decision-making process that includes: *problem identification, problem analysis, plan implementation, and plan evaluation*
- + Needs are identified using multiple types of assessment and non-assessment data (taken at the system and student levels), both aggregated and disaggregated, to determine current staff and student assets, gaps, and resource allocation within the district
- + Priority areas are considered using the identified needs found in the District Unified Improvement Plan (UIP) or strategic plan
- + District Coordinator presents district data from the scored P-12 FSCP Framework User's Guide or facilitates the process at with the C-DIT
- + Problem analysis (contributing factors and root cause) is conducted to prioritize needs and define measurable goals
- + Focus area(s) is selected as it relates to the identified goals (e.g., Literacy, Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), Best, First Instruction)
- + An initiative inventory is completed to determine if other current initiatives may be targeting the same outcomes and respond accordingly
- + High-impact Family, School, and Community Partnerships strategies are selected to practice school-wide
- + Data from DCA is used to help inform the level of district capacity for implementing COMTSS as it relates to the area(s) of focus

[Back to Roadmap](#)



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Initiative Inventory
- + District Capacity Assessment (DCA) Report
- + Unified Improvement Plan (UIP)
- + P-12 [FSCP Framework User's Guide](#) self-assessment results from the COMTSS Coordinator
- + Priority area(s) selected, and outcomes identified



Resources

- + Lessons on the [Online Academy](#) related to this component
- + [Initiative Inventory](#)
- + [COMTSS Coordinator Training Series Padlet](#)
- + [Data-Based Problem-Solving Protocol](#)
- + [P-12 FSCP Framework User's Guide](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.5
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.3, #2.4
 - » Family, School, and Community Partnerships - See item #3.1
 - » Comprehensive Screening and Assessment System - See item #4.1
- + [District Capacity Assessment Items](#)
 - » See #14-16

Action Planning

YEAR 1 



Role

COMTSS District Implementation Team (C-DIT)



Goal

A robust COMTSS action plan is developed and aligns to the prioritized need(s)



Activities

- + The C-DIT develops a COMTSS action plan and ensures time and resources are allocated to support COMTSS. The plan includes:
 - » Goal(s) with measurable outcomes: Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.)
 - » A scope and sequence of activities with timeline and responsible individuals identified
 - » Addressing barriers
 - » Evaluation plan
 - » Dates that the action plan will be reviewed (minimum of three times per year)
- + Alignment is created between the COMTSS action plan and the Unified Improvement Plan or Strategic Plan
- + C-DIT designs capacity-building opportunities to empower families to engage in district planning and offer their contextual expertise to district leadership in order to create an inclusive culture.
- + High-impact Family, School, and Community Partnerships strategies are included in COMTSS action plan.



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + COMTSS Action Plan (Action Planning Tool)
- + District Unified Improvement/Strategic Plan



Resources

- + [Action Planning Tool](#)
- + [Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.3
 - » Family, School, and Community Partnerships - See item #3.4
- + [District Capacity Assessment Items](#)
 - » See #7-9, #11

Selection Process is Created

YEAR 1  



Role

COMTSS District Implementation Team (C-DIT)



Goal

Selection process for evidence-based practices is created



Activities

The C-DIT creates a selection process for evidence-based practices. The selection process includes:

- + Brainstorming possible solutions to address gaps and needs
- + A written process to select and deselect evidence-based practices (e.g., Hexagon Tool) from list of potential solutions
 - » The process includes need, alignment to other initiatives within the district, resources needed, capacity considerations to successfully implement, and how data will be collected to measure evidence of effectiveness
- + A written process to select and deselect evidence-based practices



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Completed Hexagon Tool Scoring Rubric



Resources

- + [Hexagon Tool](#)



Data Sources

- + [Practice Profile Items](#)
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See items #5.1 and #5.3
- + [District Capacity Assessment Items](#)
 - » See #5

Professional Development Planning

YEAR 1 ❄️



Role

COMTSS District Implementation Team (C-DIT)



Goal

A Professional development plan is created that supports the implementation of evidence-based practices within the district's area(s) of focus



Activities

- + C-DIT develops a plan for high-quality professional learning for staff and families that targets the district's area(s) of focus using the COMTSS Professional Development (PD) Plan Guide
 - » Allocation of resources including ongoing coaching and support is outlined in the PD plan
- + Training is secured for all district/school personnel. Training includes features of High-Quality Professional Development like opportunities for practice/behavioral rehearsal when applicable, and collection of participant feedback



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + COMTSS District Professional Development Plan



Resources

- + [COMTSS Professional Development Plan Guide](#)
- + [PD One-Pager*](#)
- + [High Quality Professional Development](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.2
 - » Data-Based Problem Solving and Decision-Making - See item #2.2
 - » Family, School, and Community Partnerships - See item #3.2
 - » Comprehensive Screening and Assessment System - See item #4.2
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See item #5.2
- + [District Capacity Assessment Items](#)
 - » See #22-23

Communication Planning

YEAR 2 ❄️ 🌸



Role

- + COMTSS District Coordinator
- + COMTSS District Implementation Team (C-DIT)



Goal

Initial communication plan is developed



Activities

Prior to implementing of the professional development plan or other COMTSS activities, the C-DIT develops a communication plan to engage staff, administrators, students, and families in the development of COMTSS priorities and district-wide efforts for promoting students' academic achievement, and social, emotional, and behavioral development

- + Providing opportunities for capacity-building designed to empower families to influence decision making and offer their contextual expertise to district leadership
- + Building opportunities that develop trusting relationships
- + Creating an inclusive culture by using multiple ways of communicating, gathering feedback, and ensuring that decision making is influenced by participation of representative voices from the learning community



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + [Completion of Communication Plan](#)
- + [P-12 FSCP Framework User's Guide](#)



Resources

- + [COMTSS Communication Plan](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.4
 - » Family, School, and Community Partnerships - See item #3.3
- + [District Capacity Assessment Items](#)
 - » See #10

School Recruitment

YEAR 2 



Role

- + COMTSS District Implementation Team (C-DIT)
- + School Leadership



Goal

The next cohort of schools is recruited



Activities

The C-DIT creates and delivers a COMTSS overview to potential school(s) for the next round of implementation. This becomes an annual activity until all schools in the district are at some stage of implementation of COMTSS. Selection of schools could be based one or more of the following:

- + COMTSS is a priority improvement strategy in the school's Unified Improvement Plan or strategic plan
- + The school is currently implementing COMTSS and wants to improve practice
- + The school has Demonstrated similar needs as the district's focus area of COMTSS
- + School leadership agrees with and signs the partnership agreement which acts as their commitment to COMTSS

Overview includes a description of COMTSS expectations, responsibilities and any pre-requisite knowledge requirements

- + Partnership agreement includes identification of a staff member to lead the COMTSS School Implementation Team (C-SIT)



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Partnership Agreement
- + Written Process for Selecting Schools



Resources

- + [COMTSS School Practice Profiles](#)
- + [COMTSS School Fidelity Tool](#)



Data Sources

- + [District Capacity Assessment Items](#)
» See #21

Supports School Implementation Team

YEARS 1-5  



Role

- + COMTSS District Implementation Team (C-DIT)
- + COMTSS District Coordinator



Goal

Create a C-SIT at each partner school to engage in COMTSS implementation activities found in the COMTSS School Implementation Guide



Activities

C-DIT provides support and guidance in the formation of the C-SIT. C-DIT provides training to C-SIT that includes:

- + Purpose and function of the C-SIT
- + District's Vision and Commitment to COMTSS
- + Team Membership
- + Organizational structures and processes
- + C-SIT Lead roles defined
 - » C-DIT members support the C-SIT lead in the administration of the COMTSS School Fidelity Tool and subsequent action planning based on the initial scores
 - » C-DIT provides ongoing technical assistance to the C-DIT as they engage in the activities outlined in the COMTSS School Implementation guide.



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + List of COMTSS School Implementation Team (C-SIT) members with titles and roles
- + Stated purpose and function includes the school-wide implementation of COMTSS
- + Completed COMTSS School Fidelity Tool



Resources

- + Lessons on the [Online Academy](#) related to Team Driven Shared Leadership
- + COMTSS School Implementation Guide
- + [COMTSS School Fidelity Tool](#)



Data Sources

- + [District Capacity Assessment Items](#)
 - » See #13 and #18

3

Initial Implementation Stage

Data Management System is Selected

YEAR 2  



Role

COMTSS District Implementation Team (C-DIT)



Goals

- + Creation of a comprehensive assessment system
- + Completion of an assessment audit



Activities

- + The C-DIT selects, uses, and maintains an efficient data management system at the district and school levels that provides timely, valid, reliable, and accurate data and information
- + The C-DIT completes an assessment audit on their priority area. This includes evaluating a comprehensive assessment system to assess the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Assessment audit
- + Evidence of a data management system



Resources

- + Lessons on the [Online Academy](#) related to: Comprehensive Screening and Assessment System
- + [Decision Support Data System driver from the National Implementation Research Network](#)



Data Sources

- + [Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.5
 - » Comprehensive Screening and Assessment System - See item #4.1
 - » Family, School, and Community Partnerships - See item #3.5
- + [District Capacity Assessment Items](#)
 - » See #15-16

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Supports Data-Based Decision-Making with Partner Schools

YEARS 2-5  



Role

- + COMTSS District Implementation Team (C-DIT)
- + COMTSS School Implementation Team (C-SIT)



Goal

C-DIT supports and trains partner schools to use school data to identify school needs within the district's area of focus



Activities

C-DIT oversees high quality professional learning to C-SIT in problem solving and decision-making and coaches the C-SIT through a data-based problem-solving process to identify school needs within the district's area of focus

- + Needs are assessed using multiple types of assessment and non-assessment data (taken at the system and student levels) both aggregated and disaggregated, to determine current school climate, cultural and systemic trends, staff and student needs, assets, gaps, and resource allocation within the district
- + Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals
- + Selection and alignment processes are used to identify strategies to achieve identified goals
- + Select their focus area (e.g., Literacy, [Rtl](#), [PBIS](#), [Best First Instruction](#))
- + A Committee Audit is completed on the focus area
- + C-SIT identifies high-impact Family, School, and Community Partnerships strategies to prioritize and practice school-wide

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Training Materials
- + C-SIT Focus area selected



Resources

- + Lessons on the [Online Academy](#) related to: Data-Based Problem-Solving and Decision Making and Family, School and Community Partnerships and Comprehensive Screening and Assessment System
- + [Committee Audit](#)
- + [P-12 FSCP Framework User's Guide](#)



Data Sources

- + [District Capacity Assessment Items](#)
» See #20 and #26

3

Initial Implementation Stage

Engages in Activities with Schools to Develop an Action Plan

YEARS 2-5 



Role

COMTSS District Implementation Team (C-DIT)



Goal

Development of a robust COMTSS implementation stages plan aligned to the district's prioritized need



Activities

- + C-DIT supports the C-SIT in COMTSS installation activities using the COMTSS School Implementation Guide and the School Fidelity Tool to inform action planning
- + District Coordinator supports the COMTSS School Lead by attending C-SIT meetings and by using the pre-meeting/debrief coaching cycle
- + Using the developed COMTSS Professional Development Plan Guide, C-DIT provides ongoing professional learning and coaching for COMTSS to the C-SIT and its members
- + An inventory is created that defines, organizes, and aligns Tier 1, 2, and 3 supports intended to meet the needs of students' academic, social, emotional, and behavioral development

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + School's completed COMTSS Action Planning Tool
- + District COMTSS Professional Development Plan



Resources

- + [Action Planning Tool](#)
- + [COMTSS Professional Development Plan Guide](#)
- + [PD One-Pager*](#)
- + [High Quality Professional Development](#)
- + [School Fidelity Tool](#)



Data Sources

- + [Practice Profile Items](#)
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See items #5.1, #5.3, #5.4, #5.5, #5.6
 - » Comprehensive Screening and Assessment System - See item #4.1
- + [District Capacity Assessment Items](#)
 - » See #19

Professional Development is Delivered

YEARS 2-5   



Role

- + COMTSS District Implementation Team (C-DIT)
- + COMTSS District Coordinator
- + COMTSS School Implementation Team (C-SIT)



Goal

District Implementation Team oversees school-based professional development



Activities

- + C-DIT evaluates ongoing professional development given to partner schools by reviewing data from multiple sources including training and coaching effectiveness and outcome, fidelity, and information gained from the prioritized needs assessment at each school
- + Select C-DIT members supports partner school in refining and adjusting high quality professional learning including:
 - » Using data-based problem solving and decision-making protocol
 - » Using the COMTSS Professional Development Plan Guide
- + Create a classroom level look-for-tool to measure implementation of the skills and strategies delivered in the professional development activity

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Training Materials
- + C-SIT Focus area selected



Resources

- + [COMTSS Professional Development Plan Guide](#)
- + [High Quality Professional Development](#)
- + [Data-Based Problem Solving and Decision-Making Protocol](#)
- + Look-For-Tool



Data Sources

- + [Practice Profile Items](#)
 - » Family, School, and Community Partnerships - See item #3.2
 - » Data-Based Problem Solving and Decision-Making - See item #2.2
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See item #5.2
 - » Comprehensive Screening and Assessment System - See item #4.2
- + [District Capacity Assessment Items](#)
 - » See #16 and #21-27

3

Initial Implementation Stage

Engages in Evaluation of the Impact of Implementation Efforts

YEARS 2-5 ❄️ 🌸



Role

COMTSS District Implementation Team (C-DIT)



Goal

Ongoing data monitoring and decision-making around COMTSS implementation within the priority area



Activities

- + The C-DIT evaluates COMTSS implementation within the priority area at the district and school levels, which includes analyzing multiple types of assessment and non-assessment data to inform decision-making, implementation, and evaluation at the systems level
- + The C-DIT determines the stage of implementation by using data from the District Capacity Assessment, the COMTSS Implementation Guide, and school-wide data from the [COMTSS School Fidelity Tool](#) (See evidence section).



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + COMTSS Action Plan (Action Planning Tool)
- + District Unified Improvement Plan or Strategic Plan
- + District Capacity Assessment (DCA) is at 70%
- + 50% of school achieving at least 70% on School Fidelity Tool
- + Self-Assessment of the COMTSS District Implementation Guide lists "continuous improvement" in all activities
- + Schools are using the Look-For-Tool to adapt and adjust professional development efforts



Resources

- + [PDSA Cycles Template](#) from the National Implementation Research Network
- + COMTSS District Implementation Guide
- + [COMTSS School Fidelity Tool](#)
- + [District Capacity Assessment](#)
- + Look-For-Tool



Data Sources

- + [Practice Profile Item](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.3

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Measure Implementation

YEARS 2-5 



Role

COMTSS District Implementation Team (C-DIT)



Goal

Action planning is informed by the District Capacity Assessment, COMTSS District Implementation Guide and District-wide data from the School Fidelity Tool



Activities

- + C-DIT evaluates implementation across the district, which includes analyzing multiple types of assessment and non-assessment data to inform decision making, implementation, and evaluation at the systems level
- + C-DIT evaluates district capacity using the DCA at least annually
- + C-DIT uses the COMTSS District Implementation Guide at least annually to inform action planning
- + C-DIT analyze district-wide data from the School Fidelity tool to make decisions about professional learning, resource allocation, and other necessary supports
- + Action plan is reviewed at least 3 times a year and modified as needed



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + COMTSS Action Plan (Action Planning Tool)
- + COMTSS Professional Development Guide
- + Unified Improvement Plan or strategic plan



Resources

- + COMTSS District Implementation guide
- + [COMTSS School Fidelity Tool](#)
- + [District Capacity Assessment](#)
- + [Action Planning Tool](#)
- + [COMTSS Professional Development Guide](#)
- + [Data-Based Problem-Solving Protocol](#)



Data Sources

- + [Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.4
- + [District Capacity Assessment Items](#)
 - » See #9 and #14-16

Scale Up COMTSS

YEARS 3-5  



Role

COMTSS District Implementation Team (C-DIT)



Goal

Create and use scaling criteria (See evidence)



Activities

- + C-DIT uses data and decision making criteria for expanding use of COMTSS within district
- + The C-DIT continues to support and expand C-SIT COMTSS implementation through ongoing training and coaching within schools



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

Scaling Criteria

- + District Capacity Assessment at 80% overall
- + List of schools implementing COMTSS
- + School Fidelity Tool 50% of schools achieving at least 70% on School Fidelity Tool
- + PD Plan
- + Schools are using the Look-For-Tool with 75% of their teachers



Resources

- + COMTSS District Implementation guide
- + [Data-Based Problem-Solving Protocol](#)
- + Look-For-Tool where participating schools supports will meet the average total teacher targets measured in the Look-For-Tool



Data Sources

- + [Practice Profile Item](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.3
- + [District Capacity Assessment Items](#)
 - » See #9, #12, #17, and #20-21

Continuous Improvement

YEARS 4-5  



Role

COMTSS District Implementation Team (C-DIT)



Goal

- + Continue to use communication planning for scaling COMTSS implementation at least annually
- + Continual investment in capacity-building opportunities for staff and families
- + On-going data-based problem solving and decision making around COMTSS implementation and centered around equity and sustainability priorities are identified



Activities

- + During the scale-up of COMTSS, continue to promote an inclusive culture by using multiple ways of communicating, gathering feedback, and ensuring that decision making is influenced by participation of representative voices from the learning community (leadership, practitioners, staff, families, and community members)
- + C-DIT creates a process to gather information from implementers at least annually on how required legislative and/or policy-driven mandates from the region or the state are impacting the ability to implement COMTSS to fidelity at the local level
- + C-DIT provides a status report on COMTSS implementation to the school board
- + Ensure an allocation of resources to support COMTSS implementation is included in the annual budget



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Communication Plan exists and used consistently
- + Action Planning Tool



Resources

- + [Communication Plan](#)
- + [Equity Reflection Tool](#)



Data Sources

- + [Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.4
 - » Family, School, and Community Partnerships - See item #3.3
- + [District Capacity Assessment Items](#)
 - » See #12 and #17