



# COLORADO

## Multi-Tiered System of Supports

### SCHOOL IMPLEMENTATION GUIDE

COMPANION DOCUMENT

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# Introduction

This Companion Document is designed to complement the [Colorado Multi-Tiered System of Supports \(COMTSS\) School Implementation Guide](#). It offers extra details on implementing 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](#)
- + [Layered Continuum of Supports](#)

The Companion Document offers strategies and activities that schools can use to improve efficiency and successfully carry out prioritized initiatives, leading to better student outcomes.

## Purpose and Use

The purpose of the Companion Document is to provide Response to Intervention (RtI) considerations and how to implement the five COMTSS components as teams work through the COMTSS School Implementation Guide. The RTI considerations are critical to guide the development of student driven systems that match supports to student needs. Comprehensive approaches to multi-tiered system work requires attending to these systems that target student-level variables.

While the COMTSS School Implementation Guide outlines a broader systemic improvement framework, RtI focuses on the student intervention approach to provide additional support to students who are struggling academically or behaviorally. Response to Intervention (RtI) is a preventive approach to improving individual outcomes at the school level through high-quality universal instruction within a multi-tiered system that connect supports matched to students' academic, social-emotional, and behavioral needs.

### Key Features of Response to Intervention

- + A collaborative team focused on student-level problem solving.
- + A problem-solving model focused on individual student needs.
- + A standardized process to select and implement evidence-based practices.
- + A comprehensive data collection and analysis process is used consistently to target identified student needs.
- + Capacity building for all partners to understand and implement interventions.
- + Consistent, meaningful collaboration with families.

Visit the [RTI Resources Webpage](#) for more information.

## Completing the School Implementation Guide

The Companion Document should be reviewed annually along with the COMTSS School Implementation Guide by the full School Implementation Team during regularly scheduled meetings. Each team member should be given a hard copy or an electronic copy of the COMTSS School Implementation Guide and the Companion Document to review and understand the items prior to meeting. Some School Implementation Teams may review both the Guide and the Documents in one meeting while others may focus on a few items.

# High Impact Family, School, and Community Partnerships Strategies Applied



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

Increasing capacity in knowledge, understanding, and effective implementation of Family, School, and Community Partnerships high-impact strategies



## Activities

- + C-SIT provides learning opportunities for the staff on the selected high-impact Family, School, and Community Partnerships strategies found in the [Family, School, and Community Partnerships Self-Assessment Rubric User's Guide](#). High impact strategies may include:
  - » Teachers and school staff actively reach out to families through practices such as home visits early in the school year in order to get to know them better.
  - » School decision making teams use multiple ways of communicating (email, website, survey, in-person meeting, etc.) to ensure families understand the continuum of interventions and supports that are available and know how to request assistance from their child's school.
  - » The school trains families in effective leadership to serve as co-leaders with school staff and asks them to discuss school goals, plan family engagement practices, and serve as ambassadors to the community.
- + C-SIT collects data from families and community partners about the assets that exist in the community and discusses with them how community resources can help meet the academic, social-emotional, health, and financial needs of students and families.
- + School decision making teams share performance and attendance data with all families broken down by race, gender, and other student/family characteristics in order to engage them in multiple conversations about setting equitable goals to improve student outcomes.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Family, School, and Community Partnerships Self-Assessment Rubric User's Guide](#)



## Resources

- + Practice profiles for [Family, School, and Community Partnerships](#)
- + [Family, School, and Community Partnerships Self-Assessment Rubric User's Guide](#)



## Data Sources

- + [Family, School, and Community Partnerships](#): See items #3.1, #3.3
- + [School Fidelity Tool](#): #22, #24, #26, #32 & #38



## RTI Considerations

- + Emphasis at the student level should be placed on shared responsibility, the student's network of support, and strengths of their unique cultural context.

# Layered Continuum of Supports Created



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

A layered continuum of supports is created for staff, students, and families as it aligns with their prioritized area of need and the district's written guidance.



## Activities

- + C-SIT creates and maintains an inventory using a resource mapping tool that defines and organizes Tier 1, 2, and 3 supports and assessments for staff, students, and families intended to meet the needs of students' academic, social, emotional, and behavioral development (starting with their prioritized area of need)
  - » C-SIT adopts a formal process to select and deselect evidence-based programs (e.g., Hexagon Tool, district's written process)
- + C-SIT considers contextual fit for evidence-based practices through a culturally and linguistically sensitive lens.
- + The C-SIT is trained on Layered Continuum of Supports and applies this knowledge as it creates systems that support a layered continuum:
  - » Guidance based upon district's written process is provided to staff on how to intensify/fade interventions, assessments and supports using a continuum of strategies (e.g., behavior or academic support, individualization, attention to transfer, dosage, alignment, comprehensiveness, strength)
- + School decision making teams use multiple ways of communicating to ensure families understand the continuum of interventions and supports that are available and know how to request assistance from their child's school
- + C-SIT uses tiered supports for families and staff.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + Resource map or inventory of interventions across the tiers for staff, students, and families.
- + Procedures and/or protocols of how to fade or intensify supports for academic, social, emotional, and behavioral supports (this should be part of the Response to Intervention process)



## Resources

- + Lessons on the [Online Academy](#) related to: Layered Continuum of Supports
- + [School Practice Profile for Layered Continuum of Supports](#)
- + [Hexagon Tool](#)
- + [Guidance on how to intensify or fade interventions](#)



## Data Sources

- + [Layered Continuum of Supports](#): See items #5.1, #5.3, #5.4, #5.5, & #5.6
- + [School Fidelity Tool](#): #26, #36, #37, & #44



## RTI Considerations

- + Student-level plans incorporate a systematic selection of interventions and supports that address root cause, contributing factors, and presenting needs.
- + Supports are layered on top of core instruction as opposed to removing core instruction.

# Knowledge, Understanding, and Implementation of Comprehensive Screening and Assessment Systems



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

Increasing capacity in knowledge, understanding, and effective implementation of comprehensive screening and assessment system as it aligns with C-SIT's prioritized area of need.



## Activities

C-SIT is trained on comprehensive screening and assessment systems and uses this knowledge to systematically evaluate selected assessment practices.

- + This evaluation focuses on a comprehensive assessment system to consider overall functionality, efficiency, cultural sensitivity, and usefulness of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes.
- + C-SIT uses the district written guidance on required assessments including frequency, schedule, collection, and transparent communication.
- + Time and resources are allocated to educators to support ongoing, high-quality professional learning for all assessments
- + Regular use of assessments including screening, diagnostic, progress monitoring, formative, summative, and fidelity assessments are defined, documented, and distributed to families and staff.
- + Scheduling, selection, staffing and time considerations are made for progress monitoring.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#)



## Resources

- + Lessons on the [Online Academy](#) related to: [Comprehensive Screening and Assessment System](#)
- + [School Practice Profiles](#) for Comprehensive Screening and Assessment System



## Data Sources

- + [School Practice Profiles Items](#)
  - » Comprehensive Screening and Assessment System - See items #4.1, #4.2, #4.3, & #4.4
- + [School Fidelity Tool](#): #25, #27, & #29



## RTI Considerations

- + Screening and progress monitoring assessments illuminate universal needs as well as identify students who need tiered supports.

# Selection and Alignment of Comprehensive Screening and Assessment System



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

Relevant assessment measures are identified and aligned to the four assessment purposes.



## Activities

- + The C-SIT aligns relevant assessment measures for academic and/or behavioral content areas to the four assessment purposes, including:
  - » Universal screening/benchmarking
  - » Formative (progress monitoring)
  - » Screening and progress monitoring assessments are used to identify students who may need more support.
  - » Diagnostic/prescriptive data is used to plan and measure the impact of supports and not solely for identification purposes.
  - » Summative (outcome)
- + Analysis of implementation data is used in conjunction with summative/outcome data when evaluating the effectiveness of instruction, interventions, and supports.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#) is created and utilized
- + [Hexagon Tool](#) is completed



## Resources

- + Lessons on the [Online Academy](#) related to: [Comprehensive Screening and Assessment System](#)
- + [Hexagon Tool](#)
- + [School Practice Profile](#) for Comprehensive Screening and Assessment System



## Data Sources

- + [School Practice Profiles Items](#)
  - » Comprehensive Screening and Assessment System - See item #4.4
- + [School Fidelity Tool](#): #25, #27, #29, #30, #34, & #35



## RTI Considerations

- + In all cases, system and student level teams should consider all areas (academic, social, emotional, and behavioral development) when investigating root cause and contributing factors.

# Evaluation and Communication of Assessment and Non-Assessment Measures



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

Assessment and non-assessment measures are evaluated across the layered continuum and communicated to stakeholder groups



## Activities

- + C-SIT identifies and gathers assessment and non-assessment measures targeting school climate, culture, and environment (e.g. staff, student, and family surveys or focus groups) to inform and support equitable decision-making practices across student groups (e.g. students' attendance, classroom cooperation, work completion, social competence, peer interactions, motivation toward academic achievement), and develops an action plan.
- + C-SIT develops a communication plan to:
  - » Inform learners and families about assessments and their purposes, frequencies, dates, outcomes, and how to interpret results
  - » Regularly share non-assessment data to various stakeholder groups (e.g., district's written guidance)
- + C-SIT evaluates the clarity and usability of their assessment and non-assessment data communication for relevant stakeholders in the learning community.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#) is created and utilized
- + [COMTSS Action Planning Tool](#) completed



## Resources

- + [Communication Plan](#)
- + Lessons on the [Online Academy](#) related to: [Comprehensive Screening and Assessment System](#), [Data-Based Problem-Solving and Decision Making](#)
- + [Assessment and non-assessment data document](#)



## Data Sources

- + [School Practice Profiles Items](#)
  - » Comprehensive Screening and Assessment System - See item #4.4
- + [School Fidelity Tool](#): #25, #27, #29, #30, #34, #35



## RTI Considerations

- + Ensure that assessment and non-assessment data inform the creation of universal and student support plans.

# Strengthening Tier 1 Behavioral Instruction, Interventions, and Supports



## Role

COMTSS School Implementation Team (C-SIT)



## Goals

- + Create positive, safe, and predictable learning environments school-wide
- + Integrated behavioral and academic systems at tier 1 are defined with a focus on prevention



## Activities

- + C-SIT selects school-wide Evidence-based classroom management and relationship building strategies (for example: Positive Behavioral Interventions and Supports framework) to create safe classroom environments
  - » C-SIT creates three to five school-wide behavioral expectations.
  - » C-SIT creates and executes a schedule for frequent teaching, reteaching and reinforcing three to five school-wide behavioral expectations.
- + C-SIT designs a tiered discipline system that is proactive, instructional and restorative (e.g., 4:1 positive to redirects, using effective de-escalation strategies, processes to restore students back to their learning environment).
- + C-SIT ensures the current safety and crisis plans are reviewed annually.
- + High quality professional development is delivered to staff on how to recognize and respond to early symptoms of mental health challenges, and everyday strategies for promoting mental health in themselves and their students. Topics may include trauma responsive practices, suicide prevention, anxiety and other internalizing behaviors.
- + C-SIT aligns and integrates all strategies that target social, emotional, and behavioral development (e.g. evidence-based classroom practices, how to systematically establish relationships with youth, and other strategies designed to create a positive school climate).
- + C-SIT identifies non-assessment measures targeting school climate, culture, and environment (e.g. staff, student, and family surveys or focus groups) to inform and support equitable decision-making practices across student groups.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + Teaching Matrix developed
- + Discipline Flow Chart created
- + Referral protocol created
- + Office Discipline Referral Form exists
- + Tiered Fidelity Inventory completed
- + Crisis and Safety Plan created
- + Training Calendar updated



## Resources

- + [Communication Plan](#)
- + Lessons on the [Online Academy](#) related to: [Comprehensive Screening and Assessment System](#), [Data-Based Problem-Solving and Decision Making](#), [Suicide Prevention](#)
- + [UDL Guidelines](#)
- + PBIS Training & Materials on [Online Academy](#)
- + [Standards](#)
- + [Restorative Justice Council Website](#)



## Data Sources

- + [School Practice Profiles Items](#)
  - » Layered Continuum of Supports - See items #5.1, #5.2, #5.4
  - » Family, School, and Community Partnerships - See item #3.3
- + [School Fidelity Tool](#): #30, #42, #43, & #45,



## RTI Considerations

- + Training, modeling, and coaching of specific strategies within universal and student-level support plans and safety plans are provided to staff as needed for effective and efficient implementation.

# Strengthening Tier 1 Academic Instruction, Interventions, and Supports



## Role

COMTSS School Implementation Team (C-SIT)



## Goal

Integrated academic and behavioral systems at tier 1 are defined with a focus on prevention



## Activities

- + C-SIT embeds the three principles of Universal Design for Learning (Engagement, Representation and Action & Expression) as they adopt High Quality Evidence Based Instruction
- + C-SIT guides school decision-making teams to create alignment across the system
  - » integrating academic content areas and social, emotional, and behavioral development
  - » Aligning Colorado Academic Standards and Colorado Essential Skills.
- + C-SIT adopts a classroom look-for tool that defines and measures those critical features that demonstrate implementation of the practice and provides the team with implementation data



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + Classroom Look-for tool is adopted
- + Action and Communications plans include integration of academic and social, emotional, and behavioral tier I supports



## Resources

- + Lessons on the [Online Academy](#) related to: [Comprehensive Screening and Assessment System](#), [Data-Based Problem-Solving and Decision Making](#)
- + [Example of an evidence-based look-for tool](#)
- + [Colorado Academic Standards](#)
- + [Colorado Essential Skills](#)



## Data Sources

- + [School Practice Profiles](#) Items
  - » Team Driven Shared Leadership - See item #1.3
  - » Layered Continuum of Supports - See items #5.4, #5.5, #5.6
- + [School Fidelity Tool](#): #23, #24, #39, #41



## RTI Considerations

- + Academic, social, emotional and behavioral Tier I supports can be informed by gathering quarterly data. This data might include the number of students screening identified through screeners that need additional supports, percentage of students who exhibit support needs in classes, and percentage of students not proficient on the year end test.

# Capacity Building for Initiatives on the Layered Continuum of Supports



## Role

COMTSS School Implementation Team (C-SIT)



## Goals

- + Staff know how to support each initiative within a layered continuum
- + Implementation is measured for each initiative within the layered continuum of supports



## Activities

- + C-SIT coordinates ongoing high-quality professional learning and coaching for educators on the implementation of each initiative, including completing a resource map or inventory of interventions, across the tiers
- + C-SIT collects, analyzes, and responds to implementation data for each initiative (e.g., School or district-supported initiatives, programs, instruction, interventions, and supports)
- + Differentiated opportunities are created for families to engage in the school's professional learning and to offer their context expertise to school staff



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + Classroom look-for tool utilized
- + Resource map or inventory of interventions across the tiers completed
- + [Communication Plan](#) in place
- + [COMTSS Action Planning Tool](#) is in use
- + Calendar of Trainings created



## Resources

- + Lessons on the [Online Academy](#) related to: Layered Continuum of Supports
- + [COMTSS Action Planning Tool](#)
- + [Communication Plan](#)



## Data Sources

- + [Layered Continuum of Supports](#): See item #4.2
- + [School Fidelity Tool](#): #26, #32, #38



## RTI Considerations

- + Educators have access to and understand how to implement student plans for tiered supports.
- + Leadership ensures that educators are confident that the students' intervention plans will achieve intended outcomes.
- + Implementation barriers are anticipated and resolved.

# A Comprehensive Screening and Assessment System is Created Within the Layered Continuum of Supports



## Roles

- + COMTSS School Implementation Team (C-SIT)
- + COMTSS School lead
- + School assessment coordinator



## Goal

Comprehensive screening and assessment system is created within the layered continuum of supports that is aligned to C-SIT's prioritized need



## Activities

The C-SIT creates their school's comprehensive screening and assessment system by:

- + Coordinating training and/or coaching for the administration of school-wide assessments and the connection between assessment, curriculum, and instruction
- + Identifying the frequency of universal screeners and progress monitoring assessments needed to monitor growth and outcomes (academic, social, emotional, and behavioral supports) across the tiers.
- + Ensuring that staff use the district's written guidance on assessments annually (if applicable)
- + Evaluating their communication process to ensure learners and families are informed about assessments by notifying them of the assessment purposes, frequencies, dates, outcomes, and how to interpret results



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#) is used
- + Resource map or inventory of interventions across the tiers completed
- + Classroom look-for tool utilized
- + Calendar of Trainings and Assessment Calendar created



## Resources

- + Lessons on the [Online Academy](#) related to: Comprehensive Screening and Assessment System
- + [Communication Plan](#)



## Data Sources

- + [School Practice Profiles](#) Items
  - » Comprehensive Screening and Assessment System - See items #4.2, # 4.3, #4.4
  - » Family, School, and Community Partnerships - See item #3.5
- + [School Fidelity Tool](#): #25, #28, #31, #33, #34, & #35



## RTI Considerations

- + Systems that support data collection for Screening and progress monitoring assessments are needed to support ongoing use of data when identifying students who may need more support, less support, and whether the response to those supports are leading to improved outcomes.

# Data-Based Problem Solving and Decision Making



## Roles

- + COMTSS School Implementation Team (C-SIT)
- + COMTSS School lead



## Goals

- + The C-SIT uses data-based decision-making and problem solving to identify their prioritized area of need and monitor implementation efforts.
- + Professional development on data-based problem solving and decision-making is delivered schoolwide.



## Activities

- + The C-SIT engages in the Data-Based Decision-Making Protocol to identify their prioritized area of need.
- + The C-SIT supports ongoing, high-quality professional learning for school staff on data-based problem solving and decision-making at the system and student level.
- + The C-SIT ensures that school decision-making teams consistently use a formal problem-solving process that includes:
  - » Problem identification
  - » Problem analysis
  - » Plan implementation
  - » Plan evaluation
- + School decision-making teams embed student and family voice and shared leadership throughout the system.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#) is used
- + Resource map or inventory of interventions across the tiers completed
- + Classroom look-for tool utilized
- + [COMTSS Action Planning Tool](#) is in use
- + [Data-Based Decision Making Protocol](#) completed
- + [COMTSS Professional Development](#) plan created
- + [High Quality Professional Development Checklist](#) utilized



## Resources

- + Lessons on the [Online Academy](#) in Data-Based Problem-Solving and Decision Making, UDL, PBIS
- + [Communication Plan](#)
- + PBIS Training & Materials
- + [Colorado Academic Standards](#) and [Essential Skills](#)
- + [Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide](#)
- + [COMTSS Professional Development plan](#)
- + [High Quality Professional Development Checklist](#)



## Data Sources

- + [School Practice Profiles](#) Items
  - » Data-Based Problem Solving and Decision-Making - See items #2.1 and #2.2
  - » Family, School, and Community Partnerships - See item #3.5
- + [School Fidelity Tool](#): #10, #11, #19, & #24



## RTI Considerations

- + A formal process for data-based problem solving and decision making occurs at the school and student level to build student supports matched to individual needs.
- + Protocols are in place to create, implement, and evaluate student-level support plans.

# Evaluation of Implementation Efforts



## Roles

- + COMTSS School Implementation Team (C-SIT)
- + COMTSS School lead



## Goal

Data are regularly reviewed and examined to evaluate the effectiveness of implementation efforts



## Activities

- + System level data is analyzed to determine current staff assets, gaps, and resource allocation within the school.
- + System level data could include:
  - » Training data (participant reaction and learning)
  - » Coaching data
  - » Organizational change data
  - » Climate data
  - » Family engagement data
  - » Effectiveness of tiered supports
- + Student level data is broken down into various student groups for the purposes of examining and responding to cultural and demographic trends.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + [Communication Plan](#) is used
- + Resource map or inventory of interventions across the tiers completed
- + Classroom look-for tool utilized
- + Calendar of Trainings created
- + [COMTSS Action Planning Tool](#) is in use
- + [Data-Based Decision Making Protocol](#) completed



## Resources

- + Lessons on the [Online Academy](#) related to: Data-Based Problem Solving and Decision Making
- + [Communication Plan](#)
- + [Classroom look-for tool](#)



## Data Sources

- + [Data-Based Problem Solving and Decision-Making](#): See item #2.4
- + [School Fidelity Tool](#): #13, #30



## RTI Considerations

- + Analysis of data drives system and student decision making is ongoing, responsive, and systematic.

# Student Level Problem Solving



## Role

COMTSS School Implementation Team (C-SIT)



## Goals

- + Regularly evaluate and refine their student-level decision-making protocol
- + Evaluate intervention effectiveness across the tiers



## Activities

- + Evaluate Response to Intervention (RtI) for efficacy, equity, and efficiency. Evaluate each strategy, intervention and support listed on the resource map of the layered continuum of supports for its usability.
- + The coaching service delivery system is established that boosts educators' competence and confidence in instructional practices, interventions, and supports.
- + Implementation barriers are addressed and resolved.
- + School decision-making teams, including student level problem solving teams, include family voice and shared leadership.



## Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement



## Evidence

- + Response to Intervention processes and protocols will be reviewed for effectiveness.



## Resources

- + Lessons on the [Online Academy](#) related to: Response to Intervention
- + [CDE Response to Intervention website](#)
- + [Communication Plan](#)
- + [Classroom look-for tool](#)
- + [COMTSS Action Planning Tool](#)
- + [Assessment & Non-Assessment Data](#)
- + [Data-Based Decision Making Protocol](#)



## Data Sources

- + [Data-Based Problem Solving and Decision-Making](#): See item #2.3
- + [School Fidelity Tool](#): #12, #16, #23, & #24



## RTI Considerations

- + Decisions to continue, intensify, or fade supports are based on data from a variety of formal and informal assessment tools (including fidelity of implementation, curriculum-based measurement, diagnostic assessment, observation, and validated screening and progress monitoring tool).