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 is a supplement to 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 in understanding the five components and the expected outcomes and goals of COMTSS.

The District Implementation Guide will help you navigate through the implementation stages of systems change. Although presented in a linear fashion within the table, the activities are often occurring 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 you complete the activities found within this guide rather than completing each activity quickly. Note: years, referenced in the guide, represents grant years for districts and schools participating in the 2021-26 COMTSS grant. As a result, each implementation year begins in January and not the beginning of the school year.

The implementation stages are as follows:

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.

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

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.

Full Implementation Stage: The full implementation stage is when 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 showing how each activity aligns with the COMTSS Practice Profiles and provides a space to rate progress.

Overall Roadmap

Exploration Stage	
Year 1 January	[COMTSS Overview](#)
Year 1 January	[COMTSS District Implementation Team (C-DIT) is Solidified](#)

Installation Stage	
Year 1 February – May	[Capacity Building with Monthly Coordinator Workshops](#)
Year 1 February – May	[C-DIT Creates Team Structures and Processes](#)
Year 1 June - September	[Measuring Baseline of District Capacity and Current Levels of Implementation of COMTSS](#)
Year 1 August –September	[C-DIT Engages in Data-Based Problem-Solving Protocol](#)
Year 1 October – November	[Action Plan is Developed](#)
Year 1 November – December	[Selection Process Is Created](#)
Year 1 December-January	[COMTSS Develops a Professional Development Plan](#)
Year 2 January – March	[C-DIT Engages in Initial Communication Planning](#)
Year 2 March – May	[School Recruitment Opportunities are Delivered](#)

Initial Implementation Stage	
Year 1– 5 August - December	[C-DIT Supports Formation of COMTSS School Implementation Team](#)
Year 1 – 5 August-November	[Completion of COMTSS School Fidelity Tool is Supported](#)
Year 2 – 5	[Create and Refine COMTSS Guidance Resources and Documents](#)
Year 2 – 5	[Supports Data-Based Decision-Making with Partner Schools](#)
Year 2 – 5 April - May	[C-DIT Engages in Installation Stage Activities with Schools to Develop Action Plan](#)

Year 2 – 5 August – May	Ongoing Professional Development is Delivered to Partner Schools
Year 2 August – December	Data Management System is Selected
Year 2 – 5 January - May	C-DIT Engages in Continuous Improvement Cycles

Full Implementation Stage	
Year 2-5	Measures to Evaluate Implementation of COMTSS are Used Annually to Inform Action Planning
Year 3	Revising and Updating Action Plan
Year 3 – 5	Refinement and Extension of COMTSS Guidance Documents
Year 4 – 5	Sustainability Planning
Year 4 – 5	Feedback Loops and Continuous Communication Planning
Year 4 and beyond	Alignment of Improvement Priorities

Timeframe	Roles	Goals	Activities	Evidence of Outcomes/ Practice Profile & District Capacity Assessment Items	Progress Check
			Exploration Stage		
Year 1 January Return To Roadmap	COMTSS State Team	Schedule an initial meeting between district leadership and the COMTSS State team at the Office of Learning Supports (OLS) to discuss the commitments needed for COMTSS implementation	**COMTSS Overview** Meeting between COMTSS State Team and Superintendent/district leadership to give an overview of COMTSS and how it could support their district priorities The district commits to: ● Creating a C-DIT which must include one member with executive leadership and decision-making authority ● 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.	*Evidence:* ● Documented commitment to participate in CDE-led trainings ● Identify at least two schools that will participate in COMTSS work at the school level	☐ Not Started ☐ In Progress ☐ Continuous Improvement

			● Identifying and including at least 2 school administrators on the COMTSS-District Implementation Team that agree to partner in COMTSS implementation ● Agreeing to meet monthly to engage in COMTSS activities **Resources:** ● [MTSS 101 Module](#) ● COMTSS Coordinator Competencies		
Year 1 January [Return To Roadmap](#)	COMTSS District Coordinator Executive Leadership (District cabinet level leaders or administrators at the cabinet level)	C-DIT is solidified	**COMTSS District Implementation Team (C-DIT) is Solidified** 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 **Resources:** ● Lessons on the [Online Academy](#) related to this component	***Practice Profile Item(s):*** **Family, School, and Community Partnerships (FSCP) #3.1:** C-DIT guides FSCP implementation by completing the Family, School, and Community Partnerships Self-Assessment Rubric User's Guide and includes high-impact FCSP strategies in the district's Unified Improvement Plan or strategic plan. **Family, School, and Community Partnerships #3.4:** C-DIT designs capacity-building opportunities for families to lead and participate in district planning, school improvement strategies, academic, social, and community events to inform the district's family engagement policy. **Team Driven Shared Leadership #1.1:** C-DIT includes key internal and external stakeholder representation, creates a <u>common vision, and uses organizational structures and processes.</u> ***District Capacity Assessment (DCA) Item(s):*** **DCA #1:** There is a C-DIT to support implementation of effective innovations	☐ Not Started ☐ In Progress ☐ Continuous Improvement

| | | | | DCA #2: C-DIT includes someone with executive leadership authority

DCA #3: C-DIT includes an identified coordinator(s)

Evidence:

● List of team members with team roles and responsibilities | |

Timeframe	Roles	Goals	Activities	Evidence of Outcomes/ Practice Profile & District Capacity Assessment Items	Progress Check
Installation Stage					
Year 1 February – May [Return To Roadmap](#)	COMTSS State Team	Increasing capacity in knowledge, understanding, and effective implementation of COMTSS for District Coordinators	**Capacity Building with Monthly Coordinator Workshops** Attend the professional learning workshops offered by the OLS COMTSS Coordinator engages in the pre-meeting/debrief coaching cycles with their assigned COMTSS Specialist from the OLS **Resources:** ● COMTSS Coordinator Training Series ● [COMTSS Coordinator Training Series Padlet](#) including recorded presentations, training resources and materials	***District Capacity Assessment (DCA) Item(s):*** **DCA #3:** C-DIT includes an identified coordinator(s) *Evidence:* ● COMTSS Coordinator Competencies Profile ● Access to training materials	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 1 February – May [Return To Roadmap](#)	COMTSS District Coordinator	Teaming best practices are developed and implemented within the C-DIT	**C-DIT Creates Team Structures and Processes** C-DIT creates a common vision and adopts organizational structures and processes. Activities include:	***Practice Profile Item(s):*** **Team-Driven Shared Leadership #1.1:** The C-DIT includes key internal and external stakeholder representation, creates a common vision, and uses organizational structures and processes.	☐ Not Started ☐ In Progress ☐ Continuous Improvement

			- 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 **Resources:** - Lessons on the Online Academy related to this component - Meeting Foundations Checklist - COMTSS Coordinator Training Series Padlet - COMTSS District Practices Profiles	***District Capacity Assessment (DCA) Item(s):*** **DCA #4:** DIT uses an effective team meeting process ***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	
Year 1 June – September Return To Roadmap	C-DIT	DCA is completed to obtain a baseline score COMTSS District Implementation Guide is reviewed to help guide implementation planning	**Measuring Baseline of District Capacity and Current Levels of Implementation of COMTSS** C-DIT evaluates district capacity to implement COMTSS using the District Capacity Assessment C-DIT uses the COMTSS District Implementation Guide annually to inform action planning **Resources:** - DCA - District Implementation Guide	***Practice Profile Item(s):*** **Data-Based Problem Solving and Decision-Making #2.4:** The C-DIT collects, analyzes, and disaggregates district capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues. ***District Capacity Assessment (DCA) Item(s):*** **DCA #8:** DIT has an action plan ***Evidence:*** - DCA Report - District Implementation Guide Self-Evaluation completed	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 1 August – September	C-DIT	Select, define, and investigate priority area(s) of need	**C-DIT Engages in the Data-Based Problem-Solving Protocol**	***Practice Profile Item(s):***	☐ Not Started ☐ In Progress

			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 for continuous improvement ● Identify needs 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 ● Consider priorities identified in the District 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) ● Complete an initiative inventory to determine if other current initiatives may be targeting the same outcomes and respond accordingly ● C-DIT identifies high-impact Family, School, and Community Partnerships strategies to prioritize and practice school-wide	**Team-Driven Shared Leadership #1.5:** The C-DIT is well versed in systems change and examines the organization and alignment of district initiatives through the initiative inventory process and developing an action plan. **Data-Based Problem Solving and Decision-Making #2.1:** The C-DIT uses an effective continuous improvement process. **Data-Based Problem Solving and Decision-Making #2.3:** The C-DIT uses multiple types of data, including coaching effectiveness data, to inform decision-making, implementation, and evaluation at the systems level. **Data-Based Problem Solving and Decision-Making #2.4:** C-DIT collects, analyzes, and disaggregates district capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues. **Family, School, and Community Partnerships #3.1:** C-DIT guides FSCP implementation by completing the FSCP Self-Assessment Rubric User's Guide and includes high impact FCSP strategies in the school's Unified Improvement Plan (UIP). **Comprehensive Screening and Assessment System #4.1:** The C-DIT uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes.	☐ Continuous Improvement

			● Uses data from DCA to help inform capacity for COMTSS as it relates to the area(s) of focus **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	***District Capacity Assessment (DCA) Item(s):*** **DCA #14:** C-DIT has access to data **DCA #15:** C-DIT actively uses different types of data **DCA #16:** C-DIT has a process for using data for decision-making ***Evidence:*** ● Initiative Inventory ● DCA Report ● UIP - Unified Improvement Plan/Strategic Plan ● P-12 FSCP Framework User's Guide self-assessment results from the COMTSS Coordinator ● Priority area(s) selected, and outcomes identified	
Year 1 October – November Return To Roadmap	C-DIT	A robust COMTSS action plan is developed and aligns to the prioritized need(s)	**Action Plan is Developed** 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.) ● An action plan (scope and sequence with timeline of activities) ● Addressing barriers ● Evaluation plan ● District action plan is reviewed three times per year C-DIT designs capacity-building opportunities to empower families to engage in district planning	***Practice Profile Item(s):*** **Team-Driven Shared Leadership #1.3:** C-DIT allocates resources and uses implementation stages activities to build district capacity to implement and evaluate compass implementation across the district. **Family, School, and Community Partnerships #3.4:** C-DIT designs capacity-building opportunities for families to lead and participate in district planning, school improvement strategies, academic, social, and community events to inform the district's family engagement policy. ***District Capacity Assessment (DCA) Item(s):***	☐ Not Started ☐ In Progress ☐ Continuous Improvement

			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. **Resources:** ● Action Planning Tool ● Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide	**DCA #7:** DIT allocates resources **DCA #8:** DIT has an action plan **DCA #9**: DIT continuously improves use of the action plans **DCA #11:** DIT uses a process for addressing internal barriers *Evidence:* ● COMTSS Action Plan (Action Planning Tool) ● District Unified Improvement/Strategic Plan	
Year 1 November – December Return To Roadmap	C-DIT	Selection process for evidence-based practices is created	**Selection Process is Created** The C-DIT creates a selection process for evidence-based practices. The selection process includes: ● Brainstorming possible solutions to address gaps ● 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 **Resources:** ● Hexagon Tool	*Practice Profile Item(s):* **Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.1:** C-DIT creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across schools. **Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.3:** The C-DIT develops and uses a written process to select and deselect evidence-based practices (e.g., Hexagon Tool). *District Capacity Assessment (DCA) Item(s):* **DCA #5:** DIT has a written process for selection *Evidence:*	☐ Not Started ☐ In Progress ☐ Continuous Improvement

				Completed Hexagon Tool Scoring Rubric	
Year 1 December- January [Return To Roadmap](#)	C-DIT	Create a Professional development plan to support implementation of evidence-based practices within the district's area(s) of focus	**COMTSS Develops a Professional Development Plan** 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 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 **Resources:** ● [COMTSS Professional Development Plan Guide](#) ● *[PD One-Pager*](#) ● *[High Quality Professional Development](#)*	***Practice Profile Item(s):*** **Team-Driven Shared Leadership #1.2:** C-DIT ensures time and resources are allocated to support ongoing, high-quality professional learning for themselves as a team and for schools. **Data-Based Problem Solving and Decision-Making #2.2:** C-DIT ensures time and resources are allocated to support ongoing, high-quality professional learning for the district and schools on continuous data-based problem solving and decision-making. **Family, School, and Community Partnerships #3.2:** C-DIT provides guidance to schools about resources for high quality professional learning in effective Family, School, and Community Partnerships practices. **Comprehensive Screening and Assessment System #4.2:** C-DIT ensures time and resources are allocated to schools to support and evaluate ongoing, high-quality professional learning for all assessments. **Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.2:** C-DIT ensures time and resources are allocated to support ongoing, high-quality professional learning on Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions.	☐ Not Started ☐ In Progress ☐ Continuous Improvement

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				District Capacity Assessment (DCA) Item(s):	
				DCA #22: C-DIT has a plan to continuously strengthen staff skills	
				DCA #23: C-DIT secures training for all district/school personnel	
				Evidence:	
				● COMTSS District Professional Development Plan	
Year 2 January – March Return To Roadmap	COMTSS District Coordinator C-DIT	Initial communication plan is developed	**C-DIT Engages in Initial Communication Planning** 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 ● C-DIT creates 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 **Resources:** ● COMTSS Communication Plan	*Practice Profile Item(s):* **Team-Driven Shared Leadership #1.4:** The C-DIT uses a communication plan to promote COMTSS. **Family, School, and Community Partnerships #3.3:** The COMTSS district decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture. *District Capacity Assessment (DCA) Item(s):* **DCA #10:** C-DIT uses a communication plan *Evidence:* ● Completion of Communication Plan ● P-12 FSCP Framework User's Guide	☐ Not Started ☐ In Progress ☐ Continuous Improvement

Year 2 March – May [Return To Roadmap](link)	C-DIT and School Leadership	The next cohort of schools is recruited	**School Recruitment Opportunities are Delivered**	***District Capacity Assessment (DCA) Item(s):***	☐ Not Started
			The C-DIT creates and delivers a COMTSS overview to potential schools 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:	**DCA #21:** C-DIT uses a process for selection of staff	☐ In Progress
			● COMTSS is a priority improvement strategy in the school's Unified Improvement Plan or strategic plan	***Evidence:***	☐ Continuous Improvement
			● Currently implementing COMTSS in school and want to improve practice	● *Partnership Agreement*	
			● Demonstrated area of need in the district's focus area of COMTSS	● Written Process for Selecting Schools	
			● School leadership signs 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 C-SIT		
			Resources:		
			● [COMTSS School Practice Profiles](link)		
			● [COMTSS School Fidelity Tool](link)		

Timeframe	Roles	Goals	Activities	Evidence of Outcomes/	Progress Check

				Practice Profile & District Capacity Assessment Items	
Initial Implementation Stage					
Year 1-2 (continuing Year 3-5) August-December [Return To Roadmap](#)	C-DIT COMTSS District Coordinator	Create a C-SIT at each partner school to engage in COMTSS implementation activities found in the COMTSS School Implementation Guide	**<u>C-DIT Supports Formation of COMTSS School Implementation Team</u>** C-DIT provides support and technical assistance 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 **Resources:** ● Lessons on the [Online Academy](#) related to Team Driven Shared Leadership ● COMTSS School Implementation Guide	*District Capacity Assessment (DCA) Item(s):* **DCA #18:** C-DIT supports the composition of C-SIT. *Evidence:* ● List of C-SIT members with titles and roles ● Stated purpose and function includes the school-wide implementation of COMTSS	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 1–5 August-November [Return To Roadmap](#)	COMTSS District Coordinator C-DIT C-SIT	COMTSS School Fidelity Tool is completed by each partner school to obtain a baseline score	**<u>Completion of COMTSS School Fidelity Tool is Supported</u>** C-DIT members support the C-SIT lead in the administration of the COMTSS School Fidelity Tool **Resource:** ● COMTSS School Fidelity Tool	*District Capacity Assessment (DCA) Item(s):* **DCA #13:** C-DIT supports schools in the use of a fidelity measure *Evidence:* Completed COMTSS School Fidelity Tool	☐ Not Started ☐ In Progress ☐ Continuous Improvement

| Year 2-5 | C-DIT | Create and refine district wide COMTSS guidance resources/ documents for school level implementation | **Create and Refine COMTSS Guidance Resources and Documents**

District develops and refines written guidance for COMTSS implementation that includes:

● A formal problem-solving process including all the following: *problem identification, problem analysis, plan implementation,* and *plan evaluation*

● High-impact Family, School, and Community Partnerships strategies, and family engagement policy

● An inventory that defines, organizes, and aligns Tier 1, 2, and 3 supports intended to meet the needs of students' academic, social, emotional, and behavioral development

● A written process to select and deselect evidence-based practices

● Guidance to schools around equitable resources to access a tiered framework of instructional practices, interventions, and supports intended to meet the needs of the whole child

● A data-based process that provides tiers of support for schools, staff, and students including when supports need to be intensified or faded.

● How to intensify/fade interventions and supports using a continuum of strategies (e.g., behavior or academic support, individualization, attention to transfer, dosage, alignment, comprehensiveness, strength).

Resources:

● Lessons on the Online Academy related to this item. | *Practice Profile Item(s):*

Family, School, and Community Partnerships #3.1: The C-DIT guides FSCP implementation by completing the FSCP Self-Assessment Rubric User's Guide and includes high impact FSCP strategies in the district's Unified Improvement Plan or strategic plan.

Family, School, and Community Partnerships #3.4: The C-DIT designs capacity-building opportunities for families to lead and participate in district planning, school improvement strategies, academic, social, and community events to inform the district's family engagement policy.

Data-Based Problem Solving and Decision-Making #2.1: The C-DIT uses an effective continuous improvement process that includes all the following:

● Needs are assessed by system data, both aggregated and disaggregated, to determine current 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.

● Implementation and evaluation plans are developed and revised to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes. | ☐ Not Started

☐ In Progress

☐ Continuous Improvement |

| | | | | ● [Active Implementation Formula Reflection Guide.](#) | ● Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.1: The C-DIT creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across schools.

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.3: The C-DIT develops and uses a written process to select and deselect evidence-based practices (e.g., Hexagon Tool).

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.4: C-DIT provides schools with guidance and equitable resources to access a tiered framework of instructional practices, interventions, and supports intended to meet the needs of students' academic, social, emotional, and behavioral development. A prevention focus is prioritized.

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.5: C-DIT creates a data-based process that provides tiers of support for schools, staff, and students. This includes guidance on when student supports need to be intensified or faded.

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.6: The C-DIT provides | |

				guidance to schools on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs. ***District Capacity Assessment (DCA) Item(s):*** **DCA #6:** C-DIT has a written process for alignment **DCA #8:** C-DIT has an implementation plan for the COMTSS **DCA #19:** C-DIT supports the development of C-SIT's action plans ***Evidence:*** ● Guidance Documents ● Documents are housed in an easily accessible location for all C-SIT members	
Year 2-5 [Return To Roadmap](#)	C-DIT C-SIT	C-SIT is supported and trained by C-DIT to use school data to identify school needs within the district's area of focus	**Supports Data-Based Decision-Making with Partner Schools** 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	***District Capacity Assessment (DCA) Item(s):*** **DCA #20:** C-DIT supports the C-SIT in using data for decision-making **DCA #26:** C-DIT uses a coaching service delivery plan to support the C-SIT ***Evidence:*** ● Training Materials ● C-SIT Focus area selected	☐ Not Started ☐ In Progress ☐ Continuous Improvement

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- Selection and alignment processes are used to identify strategies to achieve identified goals

- Select their focus area (e.g., Literacy, Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), Best First Instruction)

- Complete an initiative inventory on the focus area

- C-SIT identifies high-impact Family, School, and Community Partnerships strategies to prioritize and practice school-wide

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

- Working smarter not harder committee audit

- P-12 FSCP Framework User's Guide

| **Year 2 (continuing Year 2 – 5)** April – May Return To Roadmap | C-DIT | Development of a robust COMTSS implementation stages plan aligned to the district's prioritized need | **The C-DIT Engages in Installation Stage Activities with Schools to Develop an action plan**

C-DIT supports the C-SIT in COMTSS installation activities using the COMTSS School Implementation Guide 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 | *District Practice Profile Item(s):*

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.1: The C-DIT creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across schools.

Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions #5.3: The C-DIT | |

				develops and uses a written process to select and deselect evidence-based practices (e.g., Hexagon Tool). **Comprehensive Screening and Assessment System 4.1:** The C-DIT uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes. ***District Capacity Assessment (DCA) Item(s):*** **DCA #19. C-**DITs support the development of C-SIT action plans for CO MTSS *Evidence:* ● School's completed COMTSS Action Planning Tool ● District COMTSS Professional Development Plan	
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 **Resources:** ● Action Planning Tool ● COMTSS Professional Development Plan Guide ● PD One-Pager* ● High Quality Professional Development						
Year 2 (continuing Year 3 – 5) August – May Return To Roadmap	C-DIT COMTSS District Coordinator C-SIT	District Implementation Team oversees school-based professional development	**Ongoing Professional Development is Delivered to Partner Schools** C-DIT evaluates ongoing professional development in 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 schools 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	*Practice Profile Item(s):* **Family, School, and Community Partnerships #3.2:** The C-DIT provides guidance to schools about resources for professional development in effective Family, School, and Community Partnerships practices. **Data-Based Problem Solving and Decision-Making #2.2:** The C-DIT ensures time and resources are allocated to support ongoing, high-quality professional learning for the district and schools on continuous data-based problem solving and decision-making. **Layered Continuum of Supports - Evidence Based Practices, Instruction,**	☐ Not Started ☐ In Progress ☐ Continuous Improvement

			Resources: ● COMTSS Professional Development Plan Guide ● High Quality Professional Development	**and Interventions #5.2:** The C-DIT ensures time and resources are allocated to support ongoing, high-quality professional learning on Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions. **Comprehensive Screening and Assessment System #4.2:** The C-DIT ensures time and resources are allocated to schools to support and evaluate ongoing, high-quality professional learning for all assessments. ***District Capacity Assessment (DCA) Item(s):*** **DCA #16:** C-DIT has a process for using data for decision making **DCA #21**. District uses a process for selecting staff (internal and/or external) who will use COMTSS **DCA #22**. District has a plan to continuously strengthen staff skills **DCA #23**. C-DIT secures training in the COMTSS for all district/school personnel **DCA #24:** C-DIT uses training effectiveness data **DCA #25:** C-DIT has a coaching system to support schools in their implementation **DCA #26.** C-DIT uses a coaching service delivery plan	

				DCA #27: C-DIT uses coaching effectiveness data *Evidence:* ● Colorado Evidence-based PD plan ● Data-based problem solving and decision-making protocol tool	
Year 2 August – December [Return To Roadmap](#)	C-DIT	Creation of a comprehensive assessment system Completion of an assessment audit	**<u>Data Management System is Selected</u>** 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 **Resources:** ● Lessons on the [Online Academy](#) related to: Comprehensive Screening and Assessment System ● [Decision Support Data System driver from the National Implementation Research Network](#)	*Practice Profile Item(s):* **Data-Based Problem Solving and Decision-Making #2.5:** 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. **Comprehensive Screening and Assessment System #4.1:** The C-DIT uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes. *District Capacity Assessment (DCA) Item(s):* **DCA #15:** C-DIT actively uses different types of data **DCA #16:** C-DIT has a process for using data for decision-making *Evidence:* ● Assessment Audit ● Evidence of a data management system	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 2 (continuing Year 3 – 5) January – May	C-DIT	Ongoing data-based problem solving and decision-making around COMTSS	**<u>C-DIT Engages in Continuous Improvement Cycles</u>** The evaluates COMTSS implementation within the priority area at the district and school levels, which includes analyzing multiple types	*Practice Profile Item(s):* **Data-Based Problem Solving and Decision-Making #2.3:** The C-DIT uses multiple types of data, including coaching effectiveness data, to inform decision-	☐ Not Started ☐ In Progress ☐ Continuous

		implementation within the priority area	of assessment and non-assessment data to inform decision-making, implementation, and evaluation at the systems level There is alignment between the COMTSS action plan and the Unified Improvement Plan or Strategic Plan COMTSS and high-impact Family, School, and Community Partnerships strategies are included in the district's Unified Improvement Plan or strategic plan The C-DIT analyzes COMTSS School Fidelity Tool data from partner schools The C-DIT determines whether full implementation is achieved using data from the DCA , the COMTSS Implementation Guide, and school-wide data from the COMTSS School Fidelity Tool. Full implementation is achieved when the following benchmarks are met: DCA is 70% with 50% of schools achieving at least 70% on the School Fidelity Tool The implementation activities on the COMTSS Implementation guide from exploration to initial implementation are completed **Resources:** ● [PDSA Cycles Template from the National Implementation Research Network](#) ● COMTSS District Implementation guide ● [COMTSS School Fidelity Tool](#) ● District Capacity Assessment	making, implementation, and evaluation at the systems level. **Family, School, and Community Partnerships #3.1:** C-DIT guides FSCP implementation by completing the FSCP Self-Assessment Rubric User's Guide and includes high impact FSCP strategies in the school's Unified Improvement Plan (UIP). ***District Capacity Assessment (DCA) Item(s):*** **DCA #14:** C-DIT has access to data for the CO MTSS **DCA #15:** C-DIT actively uses different types of data **DCA #16:** C-DIT has a process for using data for decision making **DCA #24:** C-DIT uses training effectiveness data **DCA #27: C-**DIT uses coaching effectiveness data ***Evidence:*** ● COMTSS Action Plan (Action Planning Tool) ● District Unified Improvement Plan or Strategic Plan ● DCA is at 70% ● 50% of schools achieving at least 70% on School Fidelity Tool ● Self-Assessment of the COMTSS District Implementation Guide lists "continuous improvement" in all activities	Improvement

Timeframe	Roles	Goals	Activities	Evidence of Outcomes/ Practice Profile & District Capacity Assessment Items	Progress Check
			Full Implementation Stage		
Year 2-5 [Return To Roadmap](#)	C-DIT	DCA COMTSS District Implementation Guide, and district-wide data from the School Fidelity Tool inform action planning	**Measures to Evaluate Implementation of COMTSS are Used Annually to Inform Action Planning** 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 **Resources:** ● COMTSS District Implementation guide ● COMTSS School Fidelity Tool ● DCA ● [Action Planning Tool](#) ● COMTSS Professional Development Guide ● Data-Based Problem-Solving Protocol	*Practice Profile Item(s):* **Data-Based Problem Solving and Decision-Making #2.4:** The C-DIT collects, analyzes, and disaggregates district capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues. *District Capacity Assessment (DCA) Item(s):* **DCA #9:** C-DIT continuously improves use of the action plans **DCA #14:** C-DIT has access to data for the COMTSS DCA #15. C-DIT actively uses different types of data **DCA #16:** C-DIT has a process for using data for decision making *Evidence:* ● COMTSS Action Plan (Action Planning Tool) ● COMTSS Professional Development Guide ● Unified Improvement Plan or strategic plan	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 3 After achieving 70% of the	COMTSS District Coordinator	Continue to revise goals and action plans	**Revising and Updating Action plan**	*Practice Profile Item(s):*	☐ Not Started

items on the District Capacity Assessment. [Return To Roadmap](#)	C-DIT	using data-based problem solving and decision-making protocol	The C-DIT collects, analyzes and disaggregates data (at least twice a year) for the purpose of examining trends and systemic issues with their area of focus. Data sources could include: ● DCA ● Student-level data ● Training data (participant reaction and learning) ● Coaching data ● Organization change ● School Climate data ● FSCP Data This data is used to inform decisions the districts identified problem solving and decision-making protocol about instruction, interventions, and supports, adjusting their action plan District Coordinator regularly reviews the district and school implementation guides to ensure implementation efforts are conducted and necessary resources are allocated to continue to scale up COMTSS across the district **Resources:** ● Action Planning Tool	**Data-Based Problem Solving and Decision-Making #2.1:** C-DIT uses an effective continuous improvement process. **Data-Based Problem Solving and Decision-Making #2.4:** C-DIT collects, analyzes, and disaggregates district capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues. **Comprehensive Screening and Assessment System #4.1:** The C-DIT uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes. **Team-Driven Shared Leadership #1.5:** The C-DIT is well versed in systems change and examines the organization and alignment of district initiatives through the initiative inventory process and developing an action plan. *District Capacity Assessment (DCA) Item(s):* **DCA #14:** C-DIT has access to data **DCA #15:** C-DIT actively uses different types of data **DCA #16:** C-DIT has a process for using data for decision-making *Evidence:* ● COMTSS Action Plan (Action Planning Tool) ● COMTSS Professional Development Guide	☐ In Progress ☐ Continuous Improvement
Year 3 – 5 [Return To Roadmap](#)	C-DIT C-SIT	Continue to create district COMTSS guidance documents for district and	**Refinement and Extension of COMTSS Guidance Documents** The C-DIT continues to create COMTSS guidance documents including but not limited to:	**Practice Profile Item(s):** **Data-Based Problem Solving and Decision-Making #2.4:** C-DIT collects, analyzes, and disaggregates district capacity and implementation	☐ Not Started ☐ In Progress

| | District assessment coordinator | school implementation | • Creating efficient and effective decision-making teams

• Maintains an efficient data collection system at the district and school levels that provides timely, valid, reliable, and accurate data and information

• Refining the effectiveness of the data-based problem solving and decision-making protocol

• Utilizing assessment and non-assessment data

• Disaggregating school and system-level data

• Measuring Implementation fidelity

• Developing FSCP best practices

• Creating district-wide Response to Intervention (RtI) processes and protocols

• Developing processes to help determine when student supports need to be intensified or faded

• Developing written guidance on how to intensify/fade interventions and supports using a continuum of strategies (e.g., behavior or academic support, individualization, attention to transfer, dosage, alignment, comprehensiveness, strength)

• Using contextual relevance when selecting tier 1 prevention strategies for academic, social, emotional, and behavioral development | data at least twice a year for the purpose of examining trends and systemic issues.

Comprehensive Screening and Assessment System #4.3: C-DIT develops and uses a written process to select and deselect outcome, fidelity, and capacity assessments.

Comprehensive Screening and Assessment System #4.4: C-DIT ensures that schools are provided written guidance on assessments annually.

Comprehensive Screening and Assessment System #4.5: C-DIT develops and uses a written process for monitoring the implementation fidelity of district-supported initiatives.

Family, School, and Community Partnerships #3.5: The C-DIT has a process to inform learners and families about assessments and their purposes, frequencies, dates, and outcomes, and how to interpret results.

District Capacity Assessment (DCA) Item(s):

DCA #5: District has written process for selecting COMTSS

DCA #6: District has a written process to align COMTSS

DCA #9: C-DIT continuously improves the use of the action plans (e.g., COMTSS)

Evidence:
• Guidance Documents exist and are used consistently | ☐ Continuous Improvement |

			The COMTSS district team ensures that schools are provided written guidance on assessments annually The COMTSS district team develops and uses a written process for monitoring the implementation fidelity of district supported initiatives		
Year 4 – 5 Return To Roadmap	C-DIT	Continual investment in capacity-building opportunities for staff and families Ongoing data-based problem solving and decision making around COMTSS implementation and sustainability as more priorities are identified COMTSS Language helps inform hiring, policy development	**Sustainability Planning** The C-DIT continues to support C-SIT COMTSS implementation through ongoing training and coaching 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 updates their action plan at least annually and develops a sustainability plan C-DIT provides a status report on COMTSS implementation to the school board Job descriptions exist that describe prerequisite knowledge and responsibilities required from staff as part of the selection process	*Practice Profile Item(s):* **Data-Based Problem Solving and Decision-Making #2.3:** The C-DIT uses multiple types of data, including coaching effectiveness data, to inform decision-making, implementation, and evaluation at the systems level. *District Capacity Assessment (DCA) Item(s):* **DCA #9**: C-DIT continuously improves the use of the action plan **DCA #17:** C-DIT provides a status report on COMTSS implementation to the school board **DCA #20:** C-DIT supports the C-SIT in using data for decision-making **DCA #21**: District uses a process for selecting staff (internal and/or external) who will use COMTSS *Evidence:* ● Sustainability Plan ● Selection protocol for hiring and job descriptions with evidence of COMTSS knowledge	☐ Not Started ☐ In Progress ☐ Continuous Improvement
Year 4 – 5	C-DIT	Continue to use communication planning for	**Feedback Loops and Continuous Communication Planning**	*District Practice Profile(s)*	☐ Not Started ☐ In Progress

Return To Roadmap		scaling COMTSS implementation at least annually	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 **Resources:** ● [Communication Plan](#)	**Team-Driven Shared Leadership #1.4:** The C-DIT uses a [communication plan](#) to promote COMTSS. **Family, School, and Community Partnerships #3.3:** The COMTSS district decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture. *District Capacity Assessment (DCA) Item(s):* **DCA #12:** C-DIT uses a process to report policy relevant information **DCA #17:** C-DIT provides a status report on MTSS implementation to the school board *Evidence:* ● Communication Plan exists and used consistently	☐ Continuous Improvement
Year 4 and beyond [Return To Roadmap](#)	District Leadership C-DIT	Unified Improvement Plan or Strategic Plan is aligned with C-DIT's updated focus area. Policies are aligned with COMTSS components	**Alignment of Improvement Priorities** C-DIT includes their COMTSS focus area on the district's Unified Improvement Plan or Strategic Plan. C-DIT reviews district policies and ensures alignment with COMTSS practices, procedures, and components **Resources:** ● Initiative Inventory ● Hexagon Tool ● [CDE Website for UIP and Strategic Plans](#)	*District Capacity Assessment (DCA) Item(s):* **DCA #12:** C-DIT uses a process to report policy relevant information *Evidence:* ● Unified Improvement Plan or Strategic Plans	☐ Not Started ☐ In Progress ☐ Continuous Improvement