COMTSS Practice Profiles

Component: Team-Driven Shared Leadership

Definition
Teaming processes and structures that focus on distributing responsibility and shared decision-making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.

Consideration to desired outcomes
Team-driven shared leadership creates authentic opportunities for shared responsibility, buy-in, and inclusivity that contribute to alignment and cohesion across the educational system in support of effective and sustainable implementation of MTSS and positive learner outcomes.

School Expected Use in Practice	
1.1	The COMTSS School Implementation Team includes key internal and external stakeholder representation, creates a common vision and uses organizational structures and processes.
1.2	The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for staff.
1.3	The COMTSS School Implementation Team allocates resources and uses implementation stage activities to build school capacity to implement and evaluate COMTSS implementation across the school.
1.4	The COMTSS School Implementation Team uses a communication plan to promote COMTSS.
1.5	The COMTSS School Implementation Team examines purposes and overlap among other decision-making teams and guides their effectiveness. (i.e., working smarter audit)

COMTSS Practice Profiles

Component: Data-Based Problem Solving and Decision Making

Definition
A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels.

Consideration to desired outcomes
Data-based problem solving and decision making ensures evidence guides effective and efficient decision making at the system and student levels.

	School Expected Use in Practice
2.1	The School Implementation Team develops and uses a problem-solving culture of continuous improvement that extends from the school to the classroom to the individual student level. • 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 used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).
2.2	The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for staff on continuous data-based problem solving and decision making.
2.3	The COMTSS School Implementation Team uses multiple types of data, including coaching effectiveness data, to inform decision making, implementation, and evaluation at the system and student levels.
2.4	The COMTSS School Implementation Team collects, analyzes, and disaggregates school implementation, and student-level data at least twice a year for the purpose of examining trends and systemic issues.
2.5	The COMTSS School Implementation Team develops a short-cycle action plan to determine progress and next steps for implementation within a continuous improvement cycle.

COMTSS Practice Profiles

Component: Family, School, and Community Partnerships

Definition
Families, early-childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

Consideration to desired outcomes
Family, school, and community partnerships (FSCP) positively impact academic and behavioral student outcomes (earn higher grades or test scores, graduate from high school and attend post-secondary education, develop self-confidence and motivation in the classroom, have better social skills and classroom behavior).

	School Expected Use in Practice
3.1	The COMTSS School Implementation Team includes high-impact FSCP strategies in the school's Unified Improvement Plan or strategic plan.
3.2	The COMTSS School Implementation Team provides dedicated time and resources for high-quality professional learning in effective FSCP practices.
3.3	The COMTSS school decision-making teams practice high impact strategies for staff to build trusting relationships with learners and families and embed family voice and shared leadership throughout the system.
3.4	The COMTSS School Implementation Team designates a family engagement lead that provides capacity-building opportunities for families to be active partners in school.
3.5	The COMTSS School Implementation Team prioritizes shared responsibility with families in data-based problem-solving and decision-making at all levels.

COMTSS Practice Profiles

Component: Comprehensive Screening and Assessment System

Definition
A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision making at the system and student level for the whole child.

Consideration to desired outcomes
A comprehensive assessment system contributes to an outcomes-driven approach that includes structured monitoring and evaluation with a commitment to continuous improvement.

	School Expected Use in Practice
4.1	The COMTSS School Implementation Team 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.
4.2	The COMTSS School Implementation Team ensures time and resources are allocated to educators to support ongoing, high-quality professional learning for all assessments.
4.3	The COMTSS School Implementation Team ensures that educators use the district's written guidance on assessments annually.
4.4	The COMTSS School Implementation Team documents the schedule, collection, and regular use of high-quality screening; diagnostics; progress monitoring; and formative, summative, and fidelity assessments.
4.5	The COMTSS School Implementation Team completes implementation fidelity measures for district-supported initiatives.

COMTSS Practice Profiles

Component: Layered Continuum of Supports – Evidence Based Practices, Instructions and Interventions

Definition
Ensuring that every student receives equitable whole child supports that are evidence based, culturally responsive, matched to need, and developmentally appropriate through layered supports.

Consideration to desired outcomes
The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the education system. When appropriately used, the tiers support each learner in experiencing success by meeting their unique needs.

School Expected Use in Practice	
5.1	The COMTSS School Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across the school.
5.2	The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.
5.3	The COMTSS School Implementation Team uses the district's written process to select and deselect evidence-based programs (e.g., Hexagon Tool).
5.4	The COMTSS School Implementation Team provides equitable resources to support all learners with access to 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.
5.5	The COMTSS School Implementation Team uses the district identified process for providing different tiers of support for students. This includes how and when student supports need to be intensified or faded.
5.6	The COMTSS School Implementation Team uses the district identified guidance on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs.