



COLORADO

Multi-Tiered System of Supports

REGIONAL IMPLEMENTATION GUIDE

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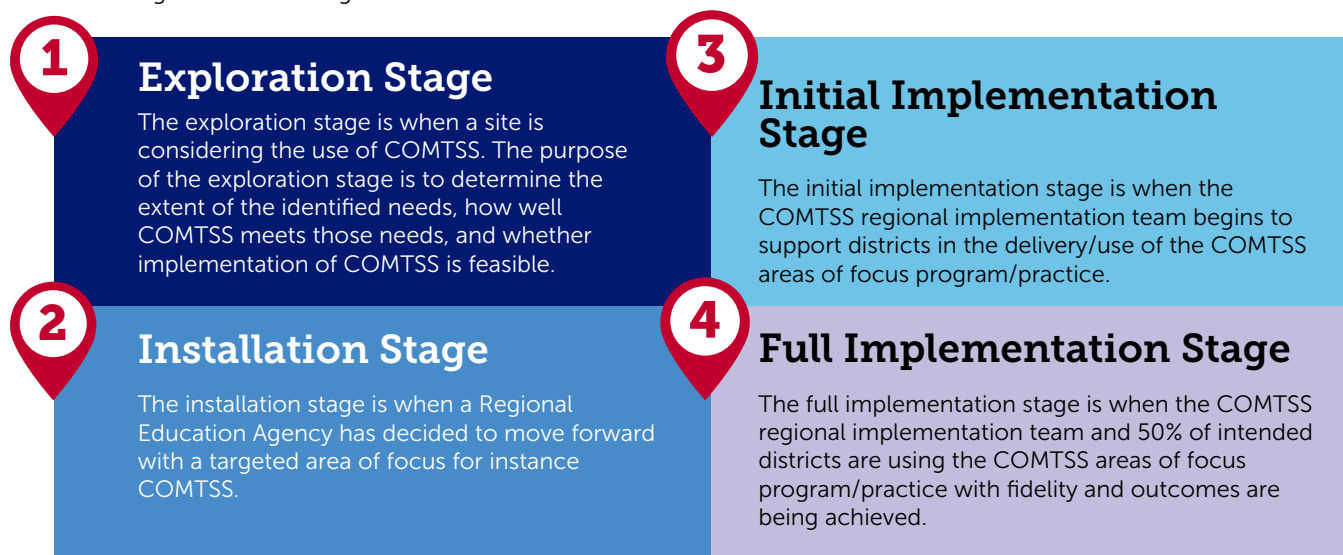
Introduction

This Colorado Multi-Tiered Systems of Support (COMTSS) Regional Implementation Guide was developed for regions as a roadmap of activities to support Regional Education Agencies to support districts in the achievement of COMTSS implementation. The foundation of this roadmap is based on the [COMTSS Regional Practice Profiles](#) and is a supplement to the [Regional Capacity Assessment \(RCA\)](#). 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 Regional Implementation Guide will help you navigate through the Implementation Stages of systems change (Fixsen et al., 2016). 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 that the implementation year begins in January and not the beginning of the school year to allow districts to plan and prepare teaming structures.

Regional Support Functions: To successfully support the scaling of COMTSS within school districts, supports for effective implementation are necessary at a regional level geographically. The support functions can be provided by various agencies and/or collaboration of agencies. These agencies include regional education agencies such as the Board of Cooperative Educational Services, Institutes of Higher Education, and local community based organizations. One agency is often designated as the primary backbone organization who serves as the fiscal agent in receipt of grant funding and takes a lead coordination responsibility in collaboration with Colorado Department of Education. The regional agency or collaborative provides training, guidance, and support to engage school districts to operate efficiently and improve their student outcomes. Some examples of the types of services provided may include a combination of instructional supports (e.g., professional development in content and teaching practices, curriculum alignment), coordinating educational programming, instructional technology support services, or assistance with district operating procedures (e.g., payroll services, bus transportation services) (St. Martin, et al., 2019).

As stated above, the Regional Implementation Guide will help you navigate you through the [Implementation Stages](#) including: Action Planning Tool as the resource.



The COMTSS Regional 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 Regional Capacity Assessment, and provides a space to rate progress. Click on the hyperlinks found in the Overall Roadmap to go directly to the corresponding detailed activities found within the table below.

Note: the term implementation plan is used in this guide to describe the process of capturing the implementation team's goals, activities, and the data that will be collected to monitor implementation and outcome progress. The tool that has been created to document these pieces is called the Action Planning Tool that drives decision making and their allocation of resources and supports. You will see the term implementation plan to describe the process and the Action Planning Tool as the resource.

Recommended Time of Year to Complete

-  Fall
-  Spring
-  Winter
-  Summer



Prioritize Colorado Multi-Tiered System of Supports

YEAR 1 



Role

COMTSS Regional Leadership



Goal

Schedule an initial meeting among regional leadership and other key agencies to agree to the commitments needed for COMTSS implementation



Activities

Meeting between regional leadership and other key agencies to explore how COMTSS could support regional priorities and local school districts being served.

- + Engage in learning of COMTSS and its connection to regional priorities
- + Identify key agencies (e.g. other community partners, Local Education Agencies) to engage in exploration of COMTSS
- + Examine regional needs and assets related to whole child and COMTSS implementation (e.g., student outcomes, current COMTSS implementation)
- + Examine feasibility and fit of COMTSS with current regional priorities and initiatives

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Participated in COMTSS learning
- + Identified current COMTSS implementation efforts currently and areas of need and assets
- + Identified potential agency partners within the region for COMTSS implementation



Resources

- + [COMTSS Website](#)
- + [COMTSS 101 Online Academy Module](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See item #1.1

Partnership Agreement

YEAR 1 



Role

COMTSS Regional Leadership



Goal

Establishing a partnership agreement with the commitment to support COMTSS implementation



Activities

The partnership agreement outlines the commitment of collaborating agencies:

- + Intended outcomes of partnership, implementation of COMTSS effectively and other specific regional outcomes
- + Key roles to be fulfilled:
 - » Regional and District Leadership with key decision making authority
 - » Regional coordinator to lead the Colorado Multi-Tiered System of Supports District Implementation Team (C-DIT) based upon the [coordinator competencies](#).
- + Fiscal agency among regional partners to support securing, leveraging, and allocation of resources
- + Methods of collaboration (e.g., meeting schedule, communication)
- + Commitment to collection, use, and sharing of data to monitor and support implementation
- + Commitment to ongoing revisitation of C-RIT and partnership to ensure adequate local representation

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Signed Regional Partnership Agreement



Resources

- + [Regional Partnership Agreement](#)

Communication and Readiness

YEAR 1 



Role

- + COMTSS Regional Leadership
- + COMTSS Regional Coordinator



Goal

Communicate the establishment of the partnership and commitment to COMTSS



Activities

The Regional Coordinator begins to build relationships with district coordinators, district staff, and community-based key stakeholders that continue to provide ongoing support for regional districts in building effective systems using COMTSS.

- + Create communication messages and methods announcing the partnership and commitment to COMTSS with respective agency leadership, governing boards, staff, and community partners
 - » Messages should include why, what, who, and how
- + Intended outcomes of communication messages and methods are critical to building relationships and include the following:
 - » shared understanding of why COMTSS
 - » elicit positive emotions/feelings
 - » establishing positive relationships continues to support successful COMTSS implementation
- + Identify other readiness activities within region to support intended goals of communication (e.g., identify regional activities to host a booth or informational session)

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Demonstrated motivation/agreement to regional partnership for COMTSS implementation



Resources

- + [Example announcement](#)
- + [Example board talking points](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See item #1.1
 - » Family, School, and Community Partnerships - See item #3.3

Regional Implementation Team is Solidified

YEAR 1 



Role

- + COMTSS Regional Coordinator
- + Executive Leadership (one who can make significant decisions)



Goal

COMTSS Regional Implementation Team (C-RIT) is solidified



Activities

- + Selection criteria for team membership is developed
- + Individuals from various agencies within the region including local district representation who meet criteria are identified
- + A process for inviting identified members is created (e.g. individual meetings, agenda templates, email drafts)
- + Timeline is created for selection process
- + Selection process is executed and team members are selected and commitment is obtained
- + Initial kick off meeting is held (see example agenda)

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + List of team members, roles, and job titles



Resources

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



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See item #1.1
- + [Regional Capacity Assessment Items](#)
 - » See items #1, #2, #3, #5

Teaming Structures Created

YEAR 1 ❄️



Role

COMTSS Regional Coordinator



Goal

Teaming best practices are developed and implemented within the COMTSS Regional Implementation Team (C-RIT)



Activities

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

- + Develop norms
- + Set agenda template
- + Define roles and responsibilities
- + Schedule meetings
- + Determine communication structures
- + Select a decision-making protocol
- + Evaluate team effectiveness
- + The linking of teaming structures (eg., State, regional, district, and schools) are critical to sustaining COMTSS implementation over time

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + C-RIT vision, norms, and expectations identified
- + C-RIT protocol and procedures documented



Resources

- + Team-Driven Shared Leadership [Online Academy](#) Lesson 2
- + [Meeting Foundations Checklist](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See item #1.1
- + [Regional Capacity Assessment Items](#)
 - » See item #6

Capacity Building

YEAR 1 ❄️



Role

- + COMTSS Regional Coordinator
- + COMTSS District Coordinator



Goal

- + Increasing capacity in knowledge, understanding, and application of COMTSS



Activities

- + COMTSS Regional and District Coordinators engage in co-learning to support capacity building at both regional and district levels
- + Continued communication and feedback between regional and district coordinators and their respective executive leadership
- + Regional and District Coordinators engages in pre-meeting/debrief coaching cycles

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Schedule of meetings



Resources

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



Data Sources

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

District Selection Process

YEAR 1 ❄️



Role

- + COMTSS Regional Implementation Team (C-RIT)



Goal

Identify potential districts for partnership as implementation sites



Activities

Districts' are invited to participate in an interview to determine commitment and willingness to engage in the regional implementation of COMTSS.

- + Determine number of districts to engage in partnership with C-RIT for COMTSS implementation
 - » Number should be based on district commitment and availability of resources to support intensive implementation
- + Create selection criteria for potential districts (e.g., stable district leadership, district strategic or unified improvement plan (UIP) plan has COMTSS goal, trusting relationship with key influential district leaders and staff)
- + Review available data and information aligned with criteria to create initial list of potential districts
- + Create exploration and readiness process (e.g., email invitation, meeting agenda) for district selection

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + District invitation, selection criteria, and process



Resources

- + Example selection criteria:
 - » COMTSS is a priority improvement strategy in the district's Unified Improvement Plan or strategic plan
 - » Currently implementing COMTSS in district and wants to improve practice
 - » Demonstrated area of need in the district's focus area of COMTSS



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See items #1.1, #1.3
- + [Regional Capacity Assessment Items](#)
 - » See items #3, #10

Establish Mutual District Partnerships

YEAR 1 ❄️



Role

COMTSS Regional Implementation Team (C-RIT)



Goal

Establish district readiness in the region



Activities

- + Engage in discussion and activities with district leadership and staff to create a shared understanding of a partnership, COMTSS, and collect information on identified selection criteria.
- + Review information and results of meetings and use selection criteria to ensure a mutual agreement for partnership with districts and expectations (e.g., roles such as district coordinator and team).
- + C-RIT and District leadership agree on additional activities needed to communicate partnership and begin to create a shared understanding of why and what of COMTSS and readiness.

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Meeting notes, overview of presentation, district documents showing COMTSS as a priority, signed partnership agreement with districts



Resources

- + [COMTSS Website](#)
- + [COMTSS 101 Online Academy Module](#)
- + [Regional Partnership Agreement Template](#)
- + Overview COMTSS Fact Sheet



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See items #1.1, #1.3
- + [Regional Capacity Assessment Items](#)
 - » See items #10, #11



Regional Capacity Assessment Baseline

YEAR 1 



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS Regional Coordinator



Goal

The Regional Capacity Assessment (RCA) is completed to obtain baseline data



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/ database
- + Regional Implementation Guide completed



Resources

- + Regional Capacity Assessment



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team Driven Shared Leadership - See items #1.1, #1.3
- + [Regional Capacity Assessment Items](#)
 - » See items #1, #4

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District Implementation Teams are Identified

YEARS 2-5   



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS Regional Coordinator
- + District Leadership



Goal

Create COMTSS District Implementation Teams (C-DIT) within selected districts



Activities

- + C-DITS are identified and developed by District leadership in collaboration with C-RIT to ensure shared understanding of:
 - » Purpose of the C-RIT and C-DIT
 - » Common Vision/Commitment
 - » Membership
 - » Organizational structures and processes
 - » Identification of a staff member to be the COMTSS District Coordinator for the C-DIT

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + C-RIT and 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

- + [COMTSS 101 Online Academy Modules](#)
- + [Meeting Foundations Checklist](#)
- + [COMTSS Coordinator Training Series Padlet](#)
- + [COMTSS Regional Practice Profiles](#)
- + [COMTSS District Practices Profiles](#)
- + [District Capacity Assessment](#)
- + [District Implementation Guide](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See items #1.1, #1.3
 - » Family, School, and Community Partnerships - See item #3.4
- + [Regional Capacity Assessment Items](#)
 - » See items #1, #4, #11, #12

Prioritize Targeted Needs

YEAR 1



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS District Implementation Team (C-DIT)



Goal

Select, define, and investigate regions prioritized need using data



Activities

- + C-RIT and C-DITs use a data based decision making protocol to identify and prioritize a focus area. Multiple sources of assessment and non-assessment data are used including but not limited to:
 - » Regional capacity data (e.g., RCA), District capacity data (e.g., DCA), District Implementation Team’s action plans, Family, school, and Community Partnership Self-assessment Rubric, COMTSS School Fidelity Tool data, Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data), Listening Session, and/or focus groups
- + In preparation of the data inquiry, support is needed to ensure districts have access to the different sources of data (e.g., who to work with, format of data for analysis)
- + C-RIT then analyzes the results of C-DIT’s engagement in the data inquiry protocol and prioritizes a focus area overall for the region

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Prioritized focus areas for districts and the region within problem statements



Resources

- + [Data Based Decision Making Protocol](#)
- + [Action Plan](#)
- + [FSCP Self-Assessment Rubric](#)
- + [School Fidelity Tool](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.3
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.3, #2.4
 - » Family, School, and Community Partnerships - See item #3.1
- + [Regional Capacity Assessment Items](#)
 - » See items #18, #19

Create Goal Statements

YEAR 1   



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS District Implementation Team (C-DIT)



Goal

Investigate and select an initiative/program/practice within focus area



Activities

- + C-RITS and C-DITS collaborate to investigate and select an initiative/program/practice within their respective focus areas and create measurable goal statements
 - » Goal(s) with measurable outcomes: Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.)

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + [Initiative Inventory](#)
- + Selected initiative/Program/Practice



Resources

- + [Initiative Inventory](#)
- + [Hexagon Tool](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.5
 - » Family, School, and Community Partnerships - See item #3.4
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.1, #5.2, #5.3
 - » Comprehensive Screening and Assessment System - See item #4.3
- + [Regional Capacity Assessment Items](#)
 - » See items #7, #8

Action Planning

YEAR 1   



Role

- + COMTSS Regional Implementation Team (C-RIT)



Goal

COMTSS Regional action plan is completed to help guide future short-cycle action plans



Activities

Develop an action plan for the prioritized focus area including identification of measures to monitor progress on goal statements for identified focus areas (e.g., measure of use of initiatives/practices/programs as intended for focus area)

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Completed Action Plan



Resources

- + [COMTSS Action Plan](#)
- + [COMTSS School Fidelity Tool](#)
- + [COMTSS Look for Tool](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.3
 - » Data-Based Problem Solving and Decision-Making - See items #2.4. #2.5
 - » Comprehensive Screening and Assessment System - See item #4.1
- + [Regional Capacity Assessment Items](#)
 - » See #9, #20, #26

Regional Coaching System and Professional Development Plan

YEAR 1 (CONTINUING 2-5) 



Role

- + COMTSS Regional Implementation Team (C-RIT)



Goal

C-RIT develops and uses a regional coaching system to support regional professional development plans to support the district's area of focus



Activities

- + C-RIT and C-DITs collaborate on ensuring time and resources are allocated to support ongoing, high-quality professional learning for identified focus areas through the use of the [COMTSS Professional Development Plan](#)
- + A coaching service delivery plan is developed to ensure equitable access to high-quality coaching for identified focus areas
- + COMTSS Regional Implementation Team (C-RIT), with the support of the COMTSS State Team, provides support to the C-DIT's on the creation and implementation of COMTSS systems using regional and district priorities and areas of focus
 - » prioritized needs assessed at each district are used to drive training and coaching, data collection, and action planning
- + The Coaching Service Delivery Plan is used to provide coaching to C-DITs and includes:
 - » Differentiation based on stages of implementation and the COMTSS District Implementation Team's knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context)
 - » Coaching effectiveness measures (district capacity data, observation, products, coaching satisfaction survey data) used to adjust and refine supports
 - » Adherence to the coaching service delivery plans is reviewed three times a year
- + C-RIT uses the [High Quality Professional Development Checklist](#) to ensure the presence of adult learning principles in learning opportunities.
- + Training effectiveness data are analyzed using data-based decision making protocol:
 - » Inform improvements to the content and delivery
 - » Inform improvements in recruitment and selection, training, coaching, and other implementation supports

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + [COMTSS Professional Development Plan](#)
- + [Coaching Service Delivery Plan](#)



Resources

- + [COMTSS Professional Development Plan](#)
- + [High Quality Professional Development Checklist](#)
- + [Coaching Service Delivery Plan](#)



Data Sources

- + [Regional 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 Items #5.2
- + [Regional Capacity Assessment Items](#)
 - » See #13, #14, #16

Communication Planning

YEAR 1 



Role

- + COMTSS Regional Coordinator
- + COMTSS Regional Implementation Team (C-RIT)



Goal

Initial communication plan is developed



Activities

- + C-RIT develops a communication plan that is accessible to all regional staff
- + Communication plan outlines not only communications methods and messages within and between the region and their districts but also includes feedback loops with CDE to share progress, bright spots, and implications for adaptation of policy/practice to best support the local education agencies in the region

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + [Communication Plan-](#) Communication plan linking REA executive leadership to other departments and structures



Resources

- + [Communication Plan](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership - See item #1.4
 - » Family, School, and Community Partnerships - See items #3.3, #3.5
- + [Regional Capacity Assessment Items](#)
 - » See #25, #27, #28

Implement Action, PD, and Communication Plans

YEARS 2-5 



Role

- + COMTSS Regional and District Coordinators
- + COMTSS District Implementation Team (C-DIT)
- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS Regional Leadership



Goal

Action plans are put into Action!



Activities

- + C-RIT in collaboration with C-DITs put their respective action, PD, and communication plans into use for their focus areas.
- + Plans are reviewed three times a year using multiple sources of data for:
 - » generating learnings for the region and respective districts
 - » identifying progress and bright spots
 - » making needed improvements including removing barriers
 - » generating communication needed for ongoing readiness and promotion of COMTSS

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Progress Reports



Resources

- + [COMTSS Action Plan](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.1
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.4, #5.5, #5.6
 - » Comprehensive Screening and Assessment System - See items #4.4, #4.5
 - »
- + [Regional Capacity Assessment Items](#)
 - » See #15, #21, #22, #23, #24

Scale Up COMTSS

YEARS 2-5 



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + Executive Leadership



Goals

Create and use scaling criteria



Activities

- + C-RIT identifies and use decision making criteria using data for expanding use of COMTSS within local districts in the region
- + The C-RIT gathers feedback and data from districts and schools on the feasibility of implementing policy/practice updates from the State Agency
- + The C-RIT makes recommendations to the COMTSS Regional Specialist on how to adapt policy/practice to best support the local education agencies in the region
- + The process is consistently used by the C-RIT for reporting information to the COMTSS Regional Specialist

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Decision making criteria
- + List of implementing districts



Data Sources

- + [Regional Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.2, #2.3, #2.4
- + [Regional Capacity Assessment Items](#)
 - » See #17, #22, #23, #24, #27, #28

Regional Capacity Assessments

YEARS 2-5 



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS Regional Coordinator
- + Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)



Goal

The Regional Capacity Assessment (RCA) is completed to obtain baseline data



Activities

C-RIT completes the RCA for continuing capacity development and action planning.

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/database
- + Regional Implementation Guide completed



Resources

- + [Regional Capacity Assessment](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership
- See items #1.1, #1.3
- + [Regional Capacity Assessment Items](#)
 - » See #1, #4

Measure Outcomes

YEARS 3-5 



Role

- + COMTSS Regional and District Coordinators
- + COMTSS District Implementation Team (C-DIT)
- + COMTSS Regional Implementation Team (C-RIT)
- + Regional Leadership



Goal

Action plans are put into Action!



Activities

- + C-RIT in collaboration with C-DITs put their respective action, PD, and communication plans into use for their focus areas.
- + Plans are reviewed three times a year using multiple sources of data for:
 - » generating learnings for the region and respective districts
 - » identifying progress and bright spots
 - » making needed improvements including removing barriers
 - » generating communication needed for ongoing readiness and promotion of COMTSS

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Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Progress Reports



Resources

- + [COMTSS Simple Action Plan](#)
- + [District Implementation Guide](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.1
 - » Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.4, #5.5, #5.6
- + [Regional Capacity Assessment Items](#)
 - » See #22, #23, #24

Regional Capacity Assessments

YEARS 3-5 



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + COMTSS Regional Coordinator
- + Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)



Goal

The Regional Capacity Assessment (RCA) is completed to obtain baseline data



Activities

C-RIT completes the RCA for continuing capacity development and action planning.



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/database
- + Regional Implementation Guide completed



Resources

- + [Regional Capacity Assessment](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Team-Driven Shared Leadership
- See items #1.1, #1.3
- + [Regional Capacity Assessment Items](#)
 - » See #1, #4

Scale Up MTSS

YEARS 4-5 



Role

- + COMTSS Regional Implementation Team (C-RIT)
- + Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)



Goal

Create and use scaling criteria (see evidence)



Activities

- + C-RIT uses data and decision making criteria using for expanding use of COMTSS within local districts in the region
- + C-RIT continues to support and expand COMTSS and provide ongoing training and coaching within local districts in the region



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + Decision making criteria
- + List of districts implementing COMTSS
- + Regional Capacity Assessment 80% overall score
- + District Capacity Assessment 80% overall score
- + PD Plan
- + School Fidelity Tool Data 50% of schools scored at least 70%
- + Schools have 75% of teachers observed using a Look-for-Tool / Walkthrough Tool



Resources

- + Regional Implementation Guide
- + [Data-Based Problem-Solving Protocol](#)



Data Sources

- + [Regional Practice Profile Items](#)
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.2, #2.3, #2.4
- + [Regional Capacity Assessment Items](#)
 - » See #17, #22, #23, #24, #27, #28

Feedback Loops and Continuous Communication Planning

YEARS 3-5 



Role

- + COMTSS Regional Implementation Team (C-RIT)



Goal

Continue to use communication planning for scaling COMTSS implementation and sustainability



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)

[Back to Roadmap](#)



Progress Check

- Not Started
- In Progress
- Continuous Improvement



Evidence

- + [Communication Plan](#)



Resources

- + [Communication Plan](#)



Data Sources

- + [Regional 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 #27, #28