



COLORADO

Multi-Tiered System of Supports

SCHOOL IMPLEMENTATION GUIDE



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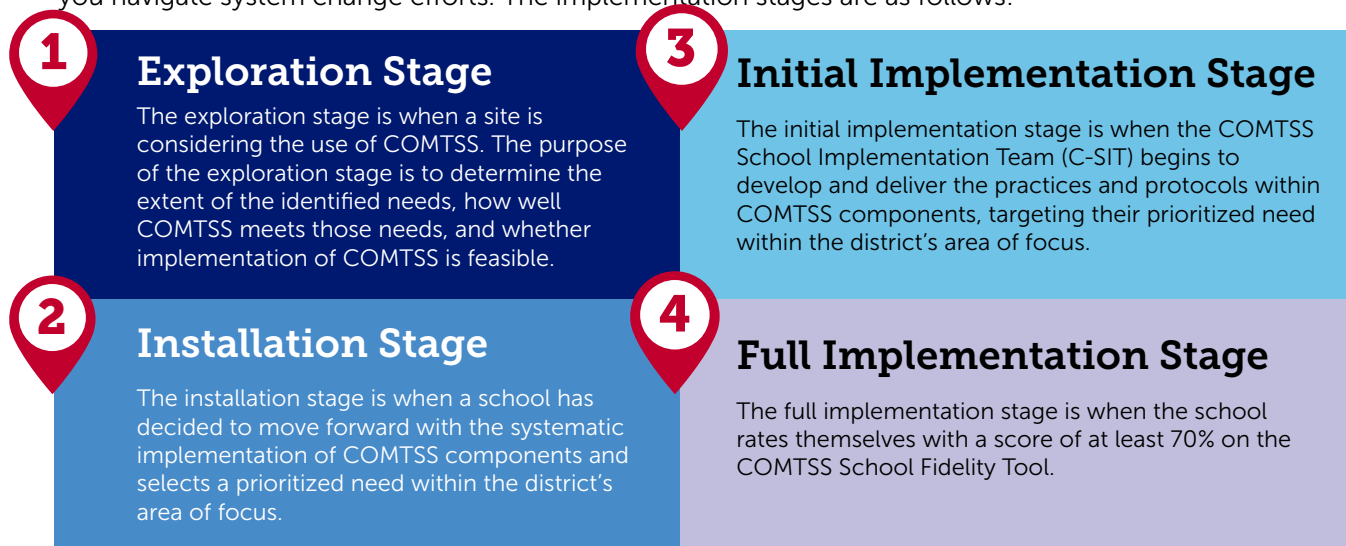
Introduction

This Colorado Multi-Tiered System of Supports (COMTSS) School Implementation Guide was developed as a roadmap of tasks, tools, and activities that schools may engage in to achieve full implementation of a multi-tiered framework school wide. Rooted in the [COMTSS School Practice Profiles](#), the COMTSS School Implementation guide serves a guidance document to support School Implementation Teams as they develop systems and structures that support the five components of COMTSS: including [Team-Driven Shared Leadership](#), [Data-Based Problem Solving and Decision-making](#), [Family School and Community Partnerships](#), [Comprehensive Screening and Assessment System](#), and [Layered Continuum of Supports](#).

The [COMTSS School 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 COMTSS School Implementation Guide outlines the structures and activities that schools may engage in to build efficiencies leading to effective implementation of prioritized initiatives and ultimately achieve positive student outcomes. There is a companion to the COMTSS School Implementation Guide called the [COMTSS School Fidelity Tool](#) that provides more of a measurement of implementation.

The COMTSS School Implementation Guide is organized using the stages of implementation which help you navigate system change efforts. The implementation stages are as follows:



Purpose and Use

The purpose of the COMTSS School Implementation Guide is to help School Implementation Teams navigate through the implementation stages of systems change as they develop and implement multi-tiered systems and structures. The activities often occurring simultaneously or in a different sequence based on readiness and local context. Some sections of the Guide may take multiple meetings and even months to complete. Focus should be on quality as you complete the activities found within this guide rather than completing each activity quickly.

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The COMTSS School Implementation Guide provides you with the quickest route to successful COMTSS Implementation. School Implementation Teams will become familiar with stages of implementation as guideposts that include each of the five [COMTSS components](#) into specific activities designed to support teams with measurable observations and next steps based on their readiness and local context.

Completing the School Implementation Guide

The COMTSS School Implementation Guide (SIG) should be reviewed annually by the full School Implementation Team during regularly scheduled meetings. Each member of the School Implementation Team should be given a hard copy or an electronic copy of the COMTSS School Implementation Guide to view the items. Giving members a copy of the COMTSS School Implementation Guide ahead of time will help the school team understand the SIG items for efficiency. Some School Implementation Teams may review the COMTSS School Implementation Guide in one session while others may focus on a few items per School Implementation Team meeting.

The School Implementation Team does not have to review items in the stages beyond where the Team is currently implementing. For example, if a School Implementation Team is in the Exploration Phase of COMTSS, you may want to complete items related to the Installation Phase but you will not need to complete items related to Initial Implementation or Full Implementation since you are not yet ready for those activities. Similarly, when a team is in Initial Implementation or Full Implementation, you should do a quick 'look back' at Exploration and Installation Stage Activities to ensure continued sustainability but will likely not spend a great deal of time discussing those activities.



School Implementation Roadmap



Prioritize Colorado Multi-Tiered System of Supports



Role

School Leadership



Goal

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



Activities

The school leadership adds COMTSS implementation to the Unified Improvement Plan or strategic plan and informs the district of the commitment to COMTSS.

The school commits to:

- + Learning about the Five Components of COMTSS
- + Creating a COMTSS School Implementation Team (C-SIT) which must include one member with decision-making authority and include the team in the learning process
- + Identifying a COMTSS School Lead for the C-SIT based upon the coordinator competencies. The Lead should have the capacity within their job description to lead the work.
- + Identifying and recruiting C-SIT members who represent different perspectives within the school community.
- + Agreeing to meet monthly to engage in COMTSS activities



Progress Check

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



Evidence

- + Participated in COMTSS learning
- + Priority of the COMTSS Implementation is written in the District Unified Improvement Plan or Strategic Plan



Resources

- + [COMTSS Website](#)
- + [COMTSS 101 Online Academy Module](#)
- + [COMTSS Resources and Tools](#)
- + [Coordinator Competencies Profile](#)
- + [School Practice Profiles](#)



Data Sources

- + [School Practice Profiles](#)

Communication and Readiness



Role

- + COMTSS School Lead
- + School Leadership



Goal

Communicate the commitment to COMTSS



Activities

- + C-SIT creates communication messages and methods to engage staff, administrators, students, and families in the development of COMTSS student and system priorities including academic achievement and social, emotional, and behavioral development.
- + Messages include:
 - » why, what, who, and how
 - » opportunities for two-way communication
 - » focusing on “what’s in it for them?” to increase buy-in
- + 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

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Progress Check

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



Evidence

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



Resources

- + [What is COMTSS document?](#)



School Implementation Team is Solidified



Role

- + COMTSS School Lead
- + School Leadership



Goal

COMTSS School Implementation Team (C-SIT) is solidified



Activities

The C-SIT is in place and is comprised of individuals with different expertise and perspectives within the school including:

- + School Lead
- + leadership with decision-making authority
- + general education
- + special education
- + school mental health
- + Family liaison is in place to champion the design and support of capacity- building opportunities for families

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Progress Check

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



Evidence

- + List of team members, roles, and responsibilities



Resources

- + Lessons on the [Online Academy](#) relating to Team-Driven Shared Leadership, & Family, School, and Community Partnerships (FSCP)
- + [FSCP website](#)

Teaming Structures Created



Role

COMTSS School Lead



Goal

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



Activities

C-SIT 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 C-SIT examines purposes and overlap among other decision-making teams across the tiers and guides their effectiveness

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Progress Check

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



Evidence

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



Resources

- + Lessons on the [Online Academy](#) relating to Team-Driven Shared Leadership (TDSL)
- + [Meeting Foundations Checklist](#)
- + [Committee Audit](#)
- + [Agenda Template](#)



Data Sources

- + [School Practice Profiles Items](#)
 - » Team Driven Shared Leadership - See items #1.1 & #1.5,
 - » Family, School, and Community Partnerships - See item #3.5
- + [School Fidelity Tool](#): #5, #6, #19

Capacity Building for School Implementation Team



Role

COMTSS School Lead



Goal

Increasing capacity in knowledge, understanding, and effective implementation of COMTSS



Activities

- + COMTSS School Lead and team engage in co-learning to support capacity building at the school level
- + COMTSS School Implementation Team (C-SIT) engages in professional learning through the Online Academy
- + The C-SIT references the COMTSS School Implementation Guide to inform the work

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Progress Check

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



Evidence

- + Access to Training materials
- + Equity reflection tool completed



Resources

- + COMTSS Coordinator Training on the [Online Academy](#)
- + [Online Academy](#) Modules for Team Driven Shared Leadership
- + [Agenda Template](#)



Data Sources

- + [School Practice Profiles](#) Items
 - » Team Driven Shared Leadership - See items #1.1 & #1.5,
 - » Family, School, and Community Partnerships - See item #3.5
- + [School Fidelity Tool](#): #5, #6, #19

Implementation is Measured



Role

COMTSS School Implementation Team (C-SIT)



Goal

- + COMTSS School Fidelity Tool is completed to obtain a baseline score
- + COMTSS School Implementation Guide is reviewed to help guide implementation planning



Activities

C-SIT will:

- + assess COMTSS implementation by completing the COMTSS School Fidelity Tool
- + use the COMTSS School Implementation Guide to inform the work

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Progress Check

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



Evidence

- + School Fidelity Tool completed
- + School Implementation Guide self-reflection



Resources

- + [School Fidelity Tool](#)
- + School Implementation Guide



Data Sources

- + [School Practice Profiles Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2

Data-Based Problem Solving



Role

COMTSS School Implementation Team (C-SIT)



Goal

Select, define, and investigate focus area(s).



Activities

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

- + The C-SIT adopts a data-based decision-making process that includes: problem identification, problem analysis, plan implementation, and plan evaluation.
- + Needs are identified using multiple types of assessment and non-assessment data (taken at the system and student levels), both aggregated and disaggregated, to determine current staff and student assets, gaps, and resource allocation within the school.
- + 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; Math; Response to Intervention (RtI); Social, Emotional and Behavioral learning).
- + High-impact Family, School, and Community Partnerships strategies are selected to practice school-wide.
- + Data from the school fidelity tool is used to help inform the level of school capacity for implementing COMTSS as it relates to the identified focus area.
- + To ensure equity, organize and break down data into various relevant student groups which may include Free and Reduced Lunch Eligible, minority students (race, ethnicity, LGBTQIA+), multilingual learners, Gifted and Talented, and Migrant students.

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Progress Check

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



Evidence

- + Action Plan completed
- + Data-Based Decision-Making Protocol completed
- + Initiative Inventory completed
- + [Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide](#) self-assessment results from the COMTSS Coordinator
- + Focus area selected and outcomes identified
- + Unified Improvement plan or strategic plan



Resources

- + School Implementation Guide
- + [School Fidelity Tool](#)
- + Lessons on the [Online Academy](#) related to: Data-Based Problem Solving and Decision Making, School Climate
- + [Initiative Inventory](#)
- + [Data-Based Decision Making Protocol](#)
- + [Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide](#)
- + [Non-Assessment Data Table](#)
- + [Committee Audit](#)
- + [School climate tools](#)



Data Sources

- + [School Practice Profiles Items](#)
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.3, #2.4
- + [School Fidelity Tool](#): #10, #13, #14, #18, #24

Action Planning



Role

COMTSS School Implementation Team (C-SIT)



Goal

A robust COMTSS action plan is developed and aligns to the focus area(s)



Activities

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



Progress Check

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



Evidence

- + Action Plan completed
- + School UIP or Strategic Plan



Resources

- + [Action Planning Tool](#)
- + [Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide](#)
- + Lessons on the [Online Academy](#) related to: TDSL, DBPSM, FSCP



Data Sources

- + [School Practice Profiles Items](#)
 - » Team Driven Shared Leadership - See item #1.3
 - » Data-Based Problem Solving and Decision-Making - See item #2.5
 - » Family, School, and Community Partnerships - See item #3.1
- + [School Fidelity Tool](#): #3, #9, 17, #20: #23

Selection Process is Created



Role

COMTSS School Implementation Team (C-SIT)



Goal

Selection process is created



Activities

The C-SIT creates a selection process for initiatives (interventions, curricula, classroom practices, etc.) The selection process includes:

- + Brainstorming possible solutions to address gaps and needs
- + A written process to select and deselect initiatives (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

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Progress Check

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



Evidence

- + Hexagon Tool Scoring Rubric completed



Resources

- + [Hexagon Tool](#)



Data Sources

- + [School Practice Profiles](#) Items
 - » Layered Continuum of Supports - See items #5.3



Professional Development Planning



Role

COMTSS School Implementation Team



Goal

A Professional Development (PD) plan is created that supports achieving the goal defined in their action plan



Activities

- + C-SIT develops a plan for high-quality professional learning for staff and families that targets the school's action plan goal using the COMTSS PD Plan.
 - » Allocation of resources including ongoing coaching and support is outlined in the PD plan
- + C-SIT ensures time and resources are allocated to support ongoing, high-quality professional learning for staff and families through the use of the school's COMTSS Professional Development plan:
 - » Includes a coaching component and tiered supports for adults
 - » Includes the systems and structural development of COMTSS
 - » Aligns to their school-level needs within the school-level prioritized area of focus
 - » Content includes how to use high impact Family, School, and Community Partnerships (FSCP) practices to promote equity and improve children's outcomes.
 - » Includes a family component that gives them the opportunity to engage in the same learning and to offer their context expertise to school staff to create an inclusive culture
 - » Includes school and classroom implementation measures (e.g., self-assessments, Look-For Tool, fidelity checks
 - » Includes training satisfaction survey data that are used for continuous improvement with the goal of gathering information from at least 70% of families and staff

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Progress Check

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



Evidence

- + Professional Development Plan completed



Resources

- + Lessons on the [Online Academy](#) related to Professional Development
- + COMTSS [Professional Development Plan](#)
- + [PD One-Pager*](#)
- + [High Quality Professional Development checklist](#)
- + [FSCP rubric](#)



Data Sources

- + [School Practice Profiles](#) Items
 - » Team Driven Shared Leadership - See item #1.2
 - » Family, School, and Community Partnerships - See items #3.2 & #3.4
 - » Comprehensive Screening and Assessment - See item #4.2
 - » Layered Continuum of Supports - See item #5.2
- + [School Fidelity Tool](#): #3, #9, 17, #20: #23

Communication Planning



Role

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



Goal

Initial communication plan is developed



Activities

The C-SIT:

- + develops a communication plan to engage staff, administrators, students, and families in the development of COMTSS student and system priorities, including academic achievement and social, emotional, and behavioral development
- + establishes communication guidelines for school decision making teams including using multiple ways of communicating (such as focus groups, and feedback surveys), gathering information, and inviting active participation of representative voices from the learning community.

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Progress Check

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



Evidence

- + [Communication Plan](#) completed



Resources

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



Data Sources

- + [School Practice Profiles](#) Items
 - » Team Driven Shared Leadership - See item #1.4
- + [School Fidelity Tool](#): #7, 21, 24

Implement Action Plans



Role

COMTSS School Implementation Team (C-SIT)



Goal

Action Plans are put into action



Activities

- + C-SIT puts action plan(s) into use to address the focus area.
- + Plans are reviewed at least 3 times a year using multiple forms of data for:
 - » Identifying progress and successes
 - » Making needed improvements, including removing barriers
 - » Continue to communicate around implementation efforts

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Progress Check

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



Evidence

- + Progress Reports



Resources

- + [Action Planning Tool](#)
- + [Communication Planning Tool](#)



Data Sources

- + [School Practice Profiles](#) Items
 - » Data-Based Problem Solving and Decision-Making - See item #2.1,
 - » Comprehensive Screening and Assessment System - See items #4.4, #4.5,
 - » Layered Continuum of Supports - See items #5.4, #5.5, #5.6
- + [School Fidelity Tool](#): #17

Professional Development is Delivered



Role

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



Goal

School-based professional development around the focus area identified in their action plan is delivered



Activities

- + C-SIT evaluates ongoing professional development given to staff by reviewing data from multiple sources including training and coaching effectiveness and outcome, and implementation.
- + Create a classroom level look-for-tool to measure implementation of the skills and strategies delivered in the professional development activity

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Progress Check

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



Evidence

- + Training materials
- + HQPD completed



Resources

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



Data Sources

- + [School Practice Profiles](#) Items
 - » Data-Based Problem Solving and Decision Making - See item # 2.2,
 - » Family, School and Community Partnerships - See items #3.2
 - » Comprehensive Screening and Assessment System - See items #4.2
 - » Layered Continuum of Supports - See items # 5.2
- + [School Fidelity Tool](#): #38, #40

The Five Components of COMTSS are Established



Role

COMTSS School Implementation Team (C-SIT)



Goal

Ensuring all five components of COMTSS are utilized in implementation efforts and school improvement.



Activities

The C-SIT:

- + ensures that decision-making teams within the school include diverse perspectives and engage in shared decision-making
- + develops a problem-solving culture of continuous improvement that extends from the school to the classroom to the individual student level by ensuring that school decision-making teams consistently use assessment and non-assessment data in a formal problem-solving process.
- + examines and improves the effectiveness of family, school and community partnerships and provides learning opportunities for staff on selected high-impact strategies
- + creates and maintains a Layered Continuum of Supports inventory that defines and organizes Tier 1, 2, and 3 supports and assessments for staff, students, and families intended to meet the needs of students' academic, social, emotional, and behavioral development.
- + establishes and coordinates the school's comprehensive screening and assessment systems and systematically evaluates selected assessment practices, ensuring equity and cultural sensitivity are considered.

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Progress Check

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



Evidence

- + School Fidelity Tool completed



Resources

- + Lessons on the [Online Academy](#) related to: Family, School, and Community Partnerships, Data-Based Problem Solving and Decision-Making, Layered Continuum of Supports, and Comprehensive Screening and Assessment System
- + [Practice Profile](#)
- + COMTSS School Implementation Companion Document (includes Response to Intervention considerations) **Coming soon!**



Data Sources

- + [School Practice Profiles](#) Items
 - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.2,
 - » Family, School and Community Partnerships - See items #3.1 & #3.3,
 - » Comprehensive Screening and Assessment System - See item #4.1
 - » Layered Continuum of Supports - See items #5.1, #5.3, #5.4, #5.5, #5.6
- + [School Fidelity Tool](#): #10, #11, #22, #24, #27, #29, #30, #36, #37, #44

Student Level Problem Solving



Role

COMTSS School Implementation Team (C-SIT)



Goal

A Response to Intervention (RtI) System is established for students needing additional supports



Activities

- + The C-SIT ensures that a RtI system has the following features:
 - » Formal procedures and protocols that use the four-step problem solving process to match interventions to students' needs across a layered continuum
 - » Measurements to evaluate the effectiveness of the Response to Intervention process at the school-wide and individual student level using outcome data.
 - » Evaluate the confidence of educators to implement specific features of student-level plans as well as their confidence in the plan's ability to achieve intended outcomes prior to implementation
- + A problem-solving culture can be observed throughout the learning community as teachers and educators are engaging in decision-making conversations with one another, with families, and with students

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Progress Check

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



Evidence

- + RtI processes, protocols, and how it will be reviewed for effectiveness
- + Resource map or inventory of interventions across the tiers for staff, students, and families



Resources

- + Lessons on the [Online Academy](#) related to: Response to Intervention, UDL, PBIS
- + [CDE Response to Intervention website](#)



Data Sources

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

Measure Outcomes



Role

COMTSS School Implementation Team (C-SIT)



Goal

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



Activities

The C-SIT:

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



Progress Check

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



Evidence

- + Action Plan completed
- + School Unified Improvement Plan or Strategic Plan
- + 50% of school achieving at least 70% on School Fidelity Tool
- + Schools are using the Look-For-Tool to adapt and adjust professional development efforts



Resources

- + [COMTSS School Fidelity Tool](#)
- + [Look-For-Tool](#)
- + Non-assessment data document



Data Sources

- + [School Practice Profiles Items](#)
 - » Data-Based Problem-Solving and Decision-Making - See item #2.3

Evaluating Implementation



Role

COMTSS School Implementation Team (C-SIT)



Goal

Ongoing measuring and evaluation of implementation of focus area within the COMTSS framework



Activities

- + The C-SIT annually:
 - » assesses progress of COMTSS implementation by completing the COMTSS School Fidelity Tool
 - » uses the COMTSS School Implementation Guide to inform action planning uses the COMTSS School Implementation Companion Document to inform action planning
- + At least annually, the C-SIT evaluates Look-For Tool Data to determine the level of classroom implementation and provide additional supports



Progress Check

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



Evidence

- + School Fidelity Tool completed
- + Look-For Tool completed



Resources

- + [School Fidelity Tool](#)
- + [Look-For-Tool](#)



Data Sources

- + [School Practice Profiles Items](#)
 - » Comprehensive Screening and Assessment System - See item #4.5
- + [School Fidelity Tool](#): #8

Alignment of Priorities



Role

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



Goal

- + Continued alignment of the Unified Improvement Plan and with C-SIT's updated COMTSS Action Plan and prioritized area(s) of need



Activities

- + C-SIT continues to include their prioritized area(s) of need in the school's Unified Improvement Plan or strategic plan.



Progress Check

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



Evidence

- + Unified Improvement Plan or Strategic Plans aligned to COMTSS goals as stated on the COMTSS Action Plan



Resources

- + [CDE Unified Improvement Plan / Strategic Plan website](#)
- + [COMTSS Action Planning Tool](#)



Data Sources

- + [School Fidelity Tool: #3](#)

Continuous Improvement



Role

COMTSS School Implementation Team (C-SIT)



Goal

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



Activities

- + The C-SIT:
 - » collects, analyzes, and breaks down system and student-level data regularly to engage in the continuous improvement cycle using their data-based decision-making protocol. New prioritized needs could also be identified.
 - » continues 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)
 - » ensures that the annual budget includes an allocation of resources to support COMTSS implementation.

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Progress Check

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



Evidence

- + Action Plan completed
- + Communication plan completed
- + Data-Based Decision-Making Protocol completed



Resources

- + [Data-Based Decision Making Protocol](#)
- + [Communication Plan](#)
- + [Action Planning Tool](#)
- + [Assessment and Non-Assessment Data](#)
- + [Equity Reflection Tool](#)



Data Sources

- + [School Practice Profiles Items](#)
 - » Data-Based Problem Solving and Decision-Making - See item #2.4,
 - » Comprehensive Screening and Assessment System - See item #4.5
- + [School Fidelity Tool](#): #10, #13, #15, #17, & #30