

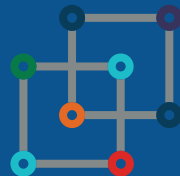
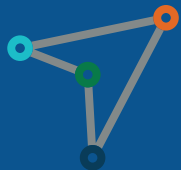


SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

# FIDELITY

# INTEGRITY

# ASSESSMENT



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## Purpose of SWIFT-FIA

SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to examine the current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School-based teams can administer SWIFT-FIA through a structured conversation accompanied by a review of evidence to substantiate the ratings they assign each item. By assessing the extent of current implementation of SWIFT features during the school year, teams can monitor their progress over time.

## Conducting SWIFT-FIA

### Who completes SWIFT-FIA?

A trained School Leadership Team completes SWIFT-FIA with one person facilitating the discussion and helping the team assign scores. This facilitator clearly understands the SWIFT framework and can articulate what it looks like when schools implement each SWIFT feature. The individual should be trained in the content of the features, group facilitation, and criteria for scoring SWIFT-FIA. A school team should be trained in using SWIFT-FIA to discuss the school's performance and progress in SWIFT implementation.






### When and how often should SWIFT-FIA be completed?

SWIFT-FIA results should be used on a regular basis to monitor stages of implementation across the features. A School Leadership Team generally completes SWIFT-FIA approximately every 3 months (or Fall, Winter, and Spring of the school year) to discuss progress and barriers to progress, and how changes can be implemented. At the very least, school teams should complete SWIFT-FIA twice a school year to coincide with planning and accountability cycles in their district.

### How is SWIFT-FIA completed?

A School Leadership Team reviews each descriptive statement on SWIFT-FIA and examines its current status (e.g., We are Laying the Foundation, Installing, Implementing, or Sustaining and Scaling Up). Team members should schedule 60-90 minutes for the first administration and at least 30-45 minutes for subsequent progress monitoring administrations. Over time, teams can expect to become more efficient and focus on changes that result from implementation efforts.

# SWIFT Domains, Features, and SWIFT-FIA Items

SWIFT Domain	SWIFT Feature	
 <p><b>Administrative Leadership</b></p>	Strong and Engaged Site Leadership	Valued Leadership
		Empowered Decision Making
	Strong Educator Support System	Educator Coaching & Learning
		Personnel Evaluation
 <p><b>Multi-tiered System of Support</b></p>	Inclusive Academic Instruction	Academic Support
		Academic Instruction
		Data-based Decision Making
	Inclusive Behavior Instruction	Behavior Support
		Behavior Instruction
		Data-based Decision Making
 <p><b>Integrated Educational Framework</b></p>	Fully Integrated Organizational Structure	Universal Instruction for All
		Non-categorical Service Delivery
	Positive & Strong School Culture	Full Access for All Students
		Shared Responsibility
 <p><b>Family &amp; Community Engagement</b></p>	Trusting Family Partnerships	Family Opportunities to Participate
		Partnerships with Families
	Trusting Community Partnerships	Community Collaboration
		Community Benefits
 <p><b>Inclusive Policy Structure &amp; Practice</b></p>	Strong LEA (District)/School Relationship	LEA (District) Support
		LEA (District) Addresses Barriers
	LEA (District) Policy Framework	LEA (District) Links Initiatives
		LEA (District) Process for RBP

## Scoring and Summarizing Results

The current status of each item in SWIFT-FIA is assessed on a 0-3 scale.

**0 = Laying the Foundation:** Our school does not have in place all the components of this item and no actions are planned or in progress at this time. However, our school may have discussed our current status and the need for implementation, including discussions to identify existing strengths and opportunities, and the degree to which the item description meets the needs of our school, and exploration of options to meet the needs.

**1 = Installing:** Our school has a clear plan and is actively working to put in place the components of this item. Our School Leadership Team defined clear plans to develop the feature and personnel are assigned responsibility for carrying out the planned tasks.

**2 = Implementing:** Our school has in place all the implementation components and is now refining and improving upon them. Our transformation efforts are starting to make systemic changes.

**3 = Sustaining Schoolwide Implementation:** Our school has in place all components and continues to make efforts to ensure they are fully integrated and well functioning. Our school maintains and improves skills through the system. Overall effectiveness is monitored and components for ongoing implementation are revised to improve contextual fit when necessary.

### SWIFT-FIA Results

SWIFT-FIA results are summarized into 1) a total score, 2) proportion of items in each implementation stage, and 3) individual item list in each implementation stage. Total score is determined by calculating the percentage of points.

See the tables on pages 4-6 for a sample score summary sheet and an example of calculating scores.

### The results can be used for

- Identifying and prioritizing practices for transformation or continuous improvement
- Internal decision making about actions to install and implement those practices
- Follow up on effects of action plans on practices

The summary of results provides schools with a picture of their current implementation of the SWIFT framework.

# SWIFT Fidelity Integrity Assessment

Date of Completion:

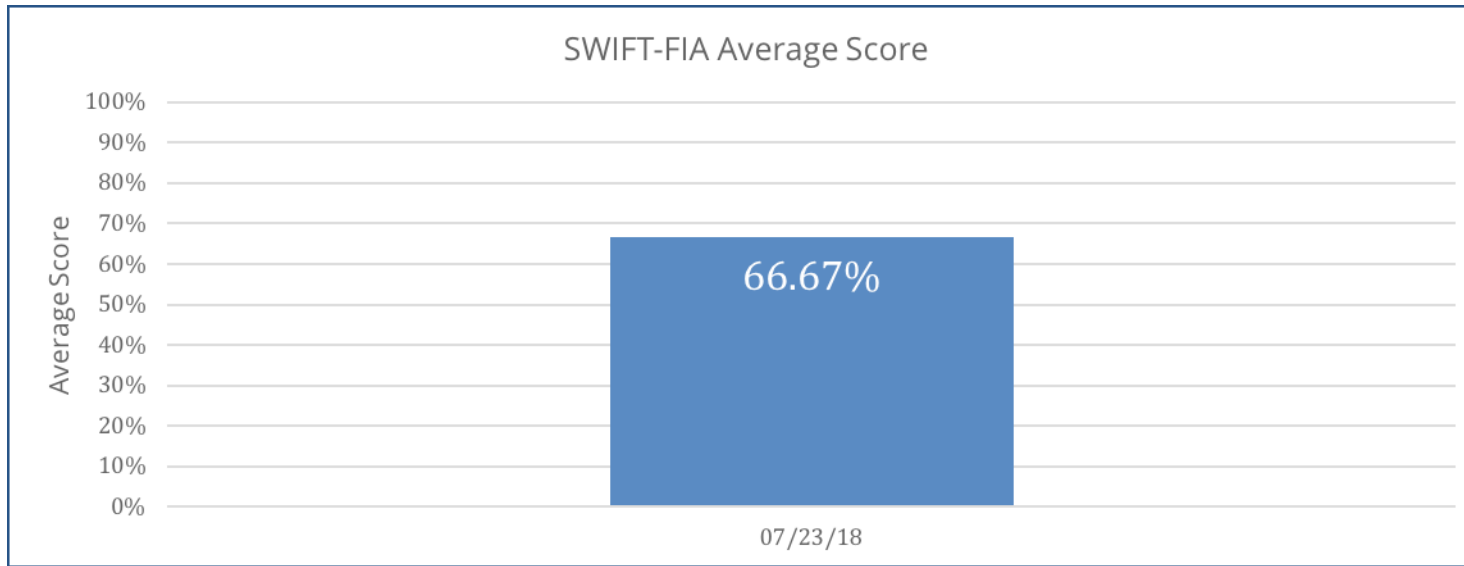
Participants:

Facilitator:

SWIFT Domains	SWIFT Features	SWIFT-FIA Items/Improvement Areas	Item Scores	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	/ 3	%
		Empowered Decision Making	/ 3	%
	Strong Educator Support System	Educator Coaching & Learning	/ 3	%
		Personnel Evaluation	/ 3	%
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Support	/ 3	%
		Academic Instruction	/ 3	%
		Data-based Decision Making	/ 3	%
	Inclusive Behavior Instruction	Behavior Support	/ 3	%
		Behavior Instruction	/ 3	%
		Data-based Decision Making	/ 3	%
Integrated Educational Framework	Fully Integrated Organizational Structure	Universal Instruction for All	/ 3	%
		Non-categorical Service Delivery	/ 3	%
	Positive and Strong School Culture	Full Access for All Students	/ 3	%
		Shared Responsibility	/ 3	%
Family & Community Engagement	Trusting Family Partnerships	Family Opportunities to Participate	/ 3	%
		Partnerships with Families	/ 3	%
	Trusting Community Partnerships	Community Collaboration	/ 3	%
		Community Benefits	/ 3	%
Inclusive Policy Structure & Practice	Strong LEA (District)/ School Relationship	LEA (District) Support	/ 3	%
		LEA (District) Addresses Barriers	/ 3	%
	LEA (District) Policy Framework	LEA (District) Links Initiatives	/ 3	%
		LEA (District) Process for RBP	/ 3	%
SWIFT-FIA Average			_/66 (%)	

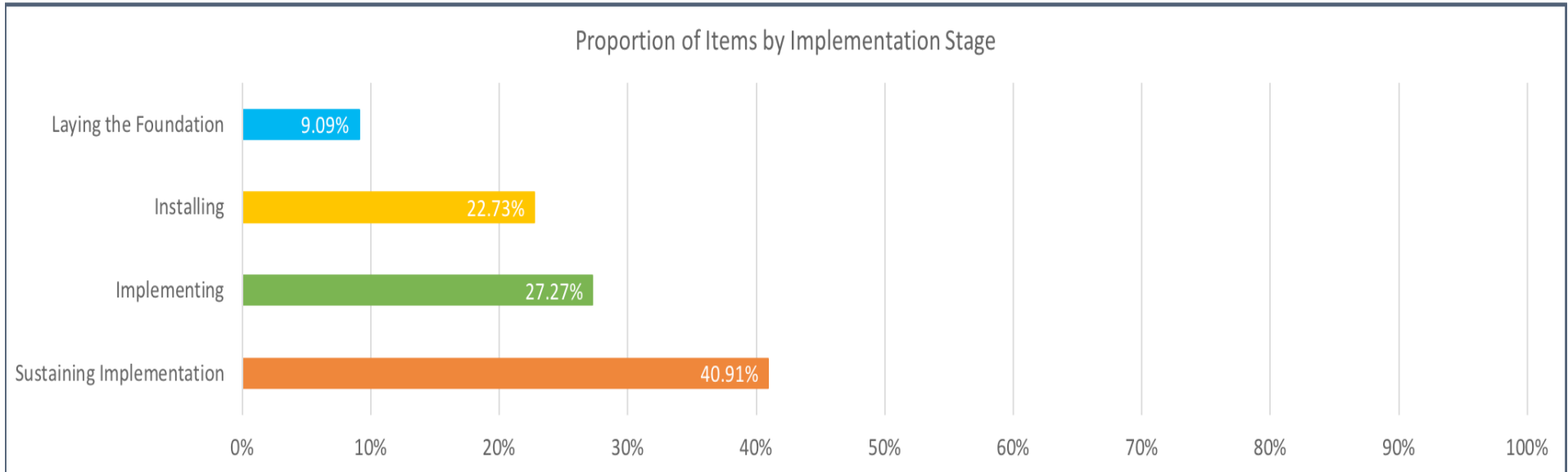
## SWIFT-FIA Scoring and Summary Example

Summarized results can provide graphic display of total, proportion of items in each implementation stage, and list of items in each implementation stage. The figure below shows an example chart for improvement in the SWIFT-FIA total score across time. The graph below shows a total score (i.e., percent of points from all items).



The table above shows the number of items and its proportion in each implementation stage. The proportion of items in implementation stages can be depicted as follows.

Implementation Stage	Number of Items	Proportions
Laying the Foundation	2	9.09%
Installing	5	22.73%
Implementing	6	27.27%
Sustaining Implementation	9	40.91%



Users also can list items in each implementation stage to summarize current strength and opportunities.

Implementation Stages	Laying the Foundation	Installing	Implementing	Sustaining Implementation
Scores	0	1	2	3
FIA Items	3.1 Academic Support	3.2 Academic Instruction	4.1 Behavior Support	1.1 Valued Leadership
	5.2 Non-categorical Service Delivery	3.3 Data-based Decision Making	4.3 Data-based Decision Making	1.2 Empowered Decision Making
		4.2 Behavior Instruction	5.1 Universal (Tier I) Instruction for All	2.1 Educator Coaching & Learning
		7.2 Partnerships with Families	7.1 Family Opportunities to Participate	2.2 Personnel Evaluation
		10.1 LEA (District) Links Initiatives	9.1 LEA (District) Support	6.1 Full Access for All Students
			10.2 LEA (District) Process for RBP	6.2 Shared Responsibility
				8.1 Community Collaboration
				8.2 Community Benefits
				9.2 LEA (District) Addresses Barriers



## Item 1.1: Valued Leadership

**Our school has a Leadership Team that continuously uses data to improve teaching and learning.**

### Components include:

- School Leadership Team meets twice a month (or once a month with equivalent sufficient time).
- School Leadership Team includes administrator(s) and educators representing general education, special education, and other student services.
- School Leadership Team reviews schoolwide student and/or school performance data.
- School Leadership Team uses data to monitor school progress, guide instructional practices, and make school governance decisions.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Leadership Team meeting minutes
- Perceptions of School Leadership Team members
- Sample data summaries

## Item 1.2 Empowered Decision Making

**The administrator(s) and School Leadership Team encourage open communication and support all educators and families/students to contribute to core school decisions.**

**Components include:**

- Educators, other school staff, and families/ students have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders.
- Our administrator(s) and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions.
- Families/students contribute to core school decisions.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Educators' perceptions
- School Leadership Team meeting minutes or other similar documents
- Written procedures for key school teams

## Item 2.1 Education Coaching and Learning

**Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.**

**Components include:**

- Educators in our school receive instructional coaching on the use of research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request.
- Coaching includes modeling, demonstration, support, and feedback in the classroom.
- Our school provides professional learning to all staff upon request or need identified by data, and includes input from school stakeholders.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Educators' perceptions
- Professional learning log and needs assessment
- Record of coaching time available to the school

## Item 2.2 Personnel Evaluation

**In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills.**

### Components include:

- Our personnel evaluation results in identification of strengths and specific areas of improvement.
- Teachers report that feedback is supportive.
- Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Report from educators
- Teacher evaluation procedures and other administrator observation schedules and feedback systems

## Item 3.1 Academic Support

**Our school has schoolwide systems to promote academic success for all students and responds with additional support for students who do not demonstrate success.**

### Components include:

- Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed
- Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.
- Procedures are in place to measure the fidelity of implementation of universal support.
- Universal support develops skills to prepare students for post-secondary education, and vocational or career employment opportunities.
- Grade level educators collaborate with special educators to monitor students' academic progress.
- Our school has Additional and Intensified support for reading and math that are matched by type and intensity to student need.

### The interventions:

- are grounded in research
- are delivered by skilled, trained interventionists
- have clearly defined decision rules for access and exit
- have procedures to monitor fidelity of implementation and overall effectiveness of the intervention.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Grade-level and instructional support team meeting minutes
- Universal (Tier I) reading and math curricula and associated materials
- Tiered Intervention Matrix
- Additional and Intensified (Tier II & III) intervention guidelines, including instructional fidelity records and rules for student access to and exit from interventions

## Item 3.2 Academic Instruction

**Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework.**

**Components include:**

- Our educators use principles of UDL to design instruction.
- Our teachers know how to differentiate instruction based on their students' performance and instructional needs.
- Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.
- Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping.
- Our school has in place formal procedures to monitor the use of UDL and differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Procedures to monitor use of UDL and differentiation
- School expectations of multi-level instruction and UDL
- Students are provided choices in lesson goals, instructional methods, and assessments

### Item 3.3 Data-Based Decision Making

**Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.**

**Components include:**

- Universal screenings are in place for both reading and math and conducted three times a year.
- Progress monitoring data are gathered to check our students' improvement.
- Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to
  - 1) identify students who need more or less intensive supports,
  - 2) provide appropriate interventions matched to student need, and
  - 3) check if interventions are implemented as planned.
- Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.

### Stage of Implementation

**0 = Laying the Foundation**

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

**1 = Installing**

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

**2 = Implementing**

**All** components are in place and starting to make systemic changes.

**3 = Sustaining Schoolwide**

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

### Notes

#### How Do We Know?

- Team meeting minutes
- Universal screening and progress monitoring data
- Decision rules

## Item 4.1 Behavior Support

**Our school has schoolwide systems to promote positive behavior for all students.**

**Components include:**

- A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations and social emotional learning skills, recognition systems, and proactive and/or restorative discipline policies.
- Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion.
- Grade level educators collaborate with special educators to monitor students' behavior progress.

## Stage of Implementation

**0 = Laying the Foundation**

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

**1 = Installing**

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

**2 = Implementing**

**All** components are in place and starting to make systemic changes.

**3 = Sustaining Schoolwide**

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Behavior support team meeting minutes
- Universal behavior support implementation fidelity data



## Item 4.2 Behavior Instruction

**Our school provides multi-tiered interventions based on functions of behavior with fidelity.**

**Components include:**

- Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students when needed.
- Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.
- Additional and Intensified Support for behavior are matched by function and intensity to student need, and interventions:
  - have professional learning for implementing
  - have clearly defined decision rules for access and exit
  - have procedures in place to monitor the fidelity of implementation and the overall effectiveness.
- Our school has Behavior Intervention Plans (BIP) that
  - incorporate input from families and/or students
  - incorporate assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc.
  - include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Sample behavior support plans
- Sample functional behavioral assessments (FBA)
- Sample progress monitoring data for students receiving Tier II & III support

## Item 4.3 Data-Based Decision Making

**Our school identifies and prioritizes behavioral interventions based on analysis of multiple data sources.**

**Components include:**

- Universal screenings are in place for behavior and conducted three times per year.
- Progress monitoring data are gathered to check student improvement.
- Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to
  - 1) identify students who need more or less intensive supports,
  - 2) provide appropriate interventions matched to student need, and
  - 3) check if interventions are implemented as planned.
- Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in places **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Action plan for improved implementation
- Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
- Grade-level or instructional support team meeting minutes
- Student outcome measurement systems for all three tiers
- Universal screening and progress monitoring data collected

## Item 5.1 Universal (Tier I) Instruction for All

**All students in our school participate in the general education curriculum/coursework and activities of their grade level peers.**

**Components include:**

- No student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them.
- All students' primary placement is a general education setting.
- All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum/coursework of their grade level peers, including universal literacy and math.
- Collaborative learning (e.g., peer-assisted learning) is a documented expectation in our school.
- Paraeducators are responsible for and have roles to educate all students, including those without identified special needs.
- Teachers have scheduled time to collaborate for instructional planning.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Master schedule
- Sample schedules for students taking alternative tests
- Special educator and paraeducator schedules

## Item 5.2 Non-Categorical Service Delivery

**Our school embraces non-categorical service delivery to support diverse needs of students.**

**Components include:**

- Educators and other staff are trained to understand and use non-categorical service policy.
- Examples of non-categorical language can be observed throughout our facilities (e.g., building signage, personnel titles).
- Our school has a documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or category of student need (e.g., special education teacher, IEP) educators and other staff work with all students (e.g., special educators work with students without IEPs).
- Our service, language use, and school practices reflect the non-categorical service delivery policy.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Documents regarding non-categorical policy
- Materials sent home, provided to students, and posted in the school

## Item 6.1 Full Access for All Students

**All students, including those with IEPs, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support.**

### Components include:

- Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades levels/content areas for some portion of the day.
- Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate support available.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Reports from educators and families of students with diverse needs
- Sample collaborative planning and co-teaching schedules

## Item 6.2 Shared Responsibility

**All school personnel in instructional and other roles share responsibility to educate all students in our school and employ culturally appropriate and sustaining practices.**

### Components include:

- All adults in our school are actively involved in social and/or academic instruction of students.
- A formal policy indicates that all faculty and staff in the school have defined responsibilities for all students in the school.
- Job descriptions for faculty and staff indicate defined responsibilities for student outcomes.
- Culturally appropriate and sustaining practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds.
- The school assesses for culturally appropriate and sustaining practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Culturally appropriate and sustaining practices assessment results
- Educator job descriptions
- Survey results or other documents to measure culturally appropriate and sustaining practices

## Item 7.1 Family Opportunities to Participate

**Our school provides families and students with opportunities/resources to participate in school decisions.**

**Components include:**

- Family/student leaders serve on at least one committee and/or team that can make decisions on school governance.
- All families/students are recruited for these committees/teams, creating equal opportunities for families to address school governance decisions.
- Family/student surveys are administered at least twice a year.
- School Leadership Team reviews and incorporates results into school governance.
- Our school has systematic procedures for providing information to families/students about:
  - School-level systems and practices regarding academic and behavioral instruction and supports
  - Student progress data
  - Results of surveys
  - Committee or team meeting decisions on which families/students sit as members.

## Stage of Implementation

**0 = Laying the Foundation**

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

**1 = Installing**

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

**2 = Implementing**

**All** components are in place and starting to make systemic changes.

**3 = Sustaining Schoolwide**

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Procedures for providing information to families/students
- Survey results or other documents to solicit feedback from families/students

## Item 7.2 Partnerships with Families

**All personnel in our school understand the importance of building positive partnerships with their students and students' families.**

**Components include:**

- Our school or district systematically solicits input from students and their families.
- Student and family input and feedback are incorporated in school governance decisions.
- Our school assesses how families perceive the quality of the partnerships with educators and school staff two times a year and uses the results to improve our partnership with families.

## Stage of Implementation

**0 = Laying the Foundation**

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

**1 = Installing**

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

**2 = Implementing**

**All** components are in place and starting to make systemic changes.

**3 = Sustaining Schoolwide**

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Family perception assessment results



## Item 8.1 Community Collaboration

**Our school collaborates with a variety of community partners to match resources and services in the community with identified school needs.**

### Components include:

- Our school has community partners with whom we connect to help address identified needs through the provision of necessary resources to school staff, students, and families.
- We evaluate our community partnerships twice a year.
- According to our evaluations, the quality of community partnerships has improved to maximize the benefit to school needs.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Procedure for evaluating overall effectiveness of community partnerships
- Procedure for identifying needs of students and families

## Item 8.2 Community Benefits

**Our school offers various resources to benefit the surrounding community.**

**Components include:**

- Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook.
- We have a clear procedure available for community members to request the use of school resources or serve as volunteers.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- School activities to train volunteers
- School space and resource availability for community use

## Item 9.1 LEA (District) Support

**Our LEA (District) actively and adequately supports our schools' implementation of equity-based MTSS.**

**Components include:**

- Our district is actively engaged in school and district implementation of equity-based MTSS.
- District personnel who have authority to make decisions are attending our School Leadership Team meetings at least once a month.
- School staff report professional learning requests made to the district are met within 2 or 3 months.
- The district uses a needs assessment, data, and stakeholder input to inform priorities for professional learning.
- The district is actively engaged in community development and education to secure resources, support and/or involvement with school transformation activities.
- Our district formally and regularly (e.g., every six months) reports outcome and fidelity data to the school board.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- District reports
- Need assessment results
- Sample professional learning logs
- School board meeting minutes

## Item 9.2 LEA (District) Addresses Barriers

**Our LEA (District) addresses and removes policy and other barriers to success.**

**Components include:**

- Our district has a clear, documented process to identify and address policy or other barriers to implementing equity-based MTSS.
- This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s).

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in place **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- A procedure to address policy and other barriers

## Item 10.1 LEA (District) Links Initiatives

**Our LEA (District) supports equity-based MTSS by linking multiple initiatives, revising policies, and extending the practice to other schools.**

### Components include:

- Our district has a formal process for each of the following:
  - to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration.
  - to obtain and use school level information/data to improve district support for implementation and inform policy.
  - to review and revise policies that do not facilitate new practices.
- School Leadership Team representative(s) are incorporated in each of these processes.
- A clear formalized plan exists to extend successful equity-based MTSS implementation to other schools.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in places **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- District plans related to equity-based MTSS implementation
- Procedure for assessing current initiatives

## Item 10.2 LEA (District) Process for RBP

**Our LEA (District) uses school level information to support, and ensure training regarding research or evidence-based practices.**

**Components include:**

- Our district has a clear policy and process for selecting research-based practices.
- The selection process involves school administrators to solicit input and feedback.

## Stage of Implementation

### 0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

### 1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

### 2 = Implementing

**All** components are in place and starting to make systemic changes.

### 3 = Sustaining Schoolwide

**All** components are in places **PLUS** overall effectiveness is monitored and continuously improved.

## Notes

### How Do We Know?

- Procedure for selecting research-based practices
- District reports