schoolwide integrated framework for transformation

SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3

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IDEAs that Work
U.S. Office of Special Education Programs

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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 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 assigned. By assessing the extent of current implementation of SWIFT Core 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 support from a facilitator who facilitates discussions and helps the team to assign scores. This facilitator clearly understands the SWIFT framework and can articulate what it looks like when schools implement each SWIFT Core Feature. A facilitator should be trained in the content of the Core 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 implementation. 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.

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. With subsequent administrations, the team will be able to become more efficient and focus on changes that have resulted from implementation efforts.

SWIFT Domains, Core Features, and related SWIFT-FIA items

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area
Administrative Leadership	Strong and Engaged Site Leadership	1. Valued Leadership 2. Empowered Decision Making
	Strong Educator Support System	3. Educator Coaching and Learning 4. Personnel Evaluation
Multi-tiered System of Support	Inclusive Academic Instruction	5. Academic Supports 6. Academic Instruction 7. Data-based Decision Making for Academics
	Inclusive Behavior Instruction	8. Behavior Supports 9. Behavior Instruction 10. Data-based Decision Making for Behavior
Integrated Education Framework	Fully Integrated Organizational Structure	11. Tier I Instruction for All 12. Non-categorical Service Delivery
	Positive and Strong School Culture	13. Full Access for All Students 14. Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	15. Family Opportunities to Participate 16. Partnerships with Families
	Trusting Community Partnerships	17. Community Collaboration 18. Community Benefits
Inclusive Policy Structure & Practice	Strong LEA (District)/School Relationship	19. LEA (District) Support 20. LEA (District) Addresses Barriers
	LEA (District) Policy Framework	21. LEA (District) Links Initiatives 22. LEA (District) Process for RBP (research-based practice)

These 22 SWIFT-FIA items are associated with SWIFT Domains and Core Features, and are aligned with SWIFT Fidelity of Implementation Tool (SWIFT-FIT).

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 everything in place to meet the stated criteria. Our school may have discussed our current status and the need for implementation, including discussions to identify existing strengths and barriers, and the degree to which the item description meets the needs of our school. However, no actions are planned or in progress at this time.

1 = Installing: Our school has started working on improvement of the SWIFT-FIA item with a clear plan. Our School Leadership Team has defined clear plans to develop the feature and personnel are assigned responsibility for carrying out the plans.

2 = Implementing: Our school began implementation and is now improving. All implementation components are in place and the transformation efforts have started to make systemic changes.

3 = Sustaining Schoolwide Implementation: Our school has all features described in the item, and all components to make the implementation a success are fully integrated and 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.

SWIFT-FIA results are summarized into 1) a total score, 2) individual SWIFT domain scores, 3) individual SWIFT core feature scores, and 4) individual item scores. Scores are determined by calculating the percentage of points for a SWIFT-FIA item. See the tables on page 32 for a sample score summary sheet and an example of calculating scores.

The results can be used for

- Identifying and prioritizing practices for transformation
- 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 SWIFT Core Features.

SWIFT FIDELITY INTEGRITY ASSESSMENT

Date of Completion:

Participants:

Facilitator:

SWIFT-FIA Score Summary Sheet

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	% of Implementation					
			Item Score		Core Feature Score		Domain Score	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	___ / 3	%	__ / 6	%	__ / 12	%
		Empowered Decision Making	___ / 3	%				
	Strong Educator Support System	Educator Coaching and Learning	___ / 3	%	__ / 6	%		
		Personnel Evaluation	___ / 3	%				
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	___ / 3	%	__ / 9	%	__ / 18	%
		Academic Instruction	___ / 3	%				
		Data-based Decision Making	___ / 3	%				
	Inclusive Behavior Instruction	Behavior Supports	___ / 3	%	__ / 9	%		
		Behavior Instruction	___ / 3	%				
		Data-based Decision Making	___ / 3	%				
		Tier I Instruction for All	___ / 3	%	__ / 6	%	__ / 12	%

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	% of Implementation					
			Item Score		Core Feature Score		Domain Score	
Integrated Education Framework	Fully Integrated Organizational Structure	Non-categorical Service Delivery	___ / 3	%				
	Positive and Strong School Culture	Full Access for All Students	___ / 3	%	__ / 6	%		
		Shared Responsibility	___ / 3	%				
Family & Community Engagement	Trusting Family Partnerships	Family Opportunities to Participate	___ / 3	%	__ / 6	%	__ / 12	%
		Partnerships with Families	___ / 3	%				
	Trusting Community Partnerships	Community Collaboration	___ / 3	%	__ / 6	%		
		Community Benefits	___ / 3	%				
Inclusive Policy Structure & Practice	Strong LEA (e.g., District)/School Relationship	LEA (District) Support	___ / 3	%	__ / 6	%	__ / 12	%
		LEA (District) Addresses Barriers	___ / 3	%				
	LEA (e.g., District) Policy Framework	LEA (District) Links Initiatives	___ / 3	%	__ / 6	%		
		LEA (District) Process for RBP	___ / 3	%				
SWIFT-FIA Total			___		/ 66		%	

Strong and Engaged Site Leadership – Valued Leadership

1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning. **Main Idea:** *A School Leadership Team that works collaboratively with other school teams, families, and stakeholders is essential to effectively implement SWIFT.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring how a School Leadership Team can function and who will be on the team. The current School Leadership Team meets periodically with representatives of the school.	Our school leadership is recruiting team members, designing roles for functioning within the team, and setting up a regular schedule for meeting at least monthly. The School Leadership Team reviews school-wide student and/or school performance data once or twice a year. The team is learning how to use data to guide instruction and school governance.	Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services. The School Leadership Team reviews schoolwide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions.	Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services. The School Leadership Team reviews schoolwide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions. The School Leadership Team functions well, has plans to continue, and monitors the team's effectiveness.

How do we know?

- School Leadership Team meeting minutes for past several months
  - Does our School Leadership Team meet regularly (i.e., at least twice a month or once a month with equivalent sufficient time)?
  - Does our School Leadership Team include family representatives?
  - Does our School Leadership Team include members of grade level, content level, and/or support team members?
- Sample data summaries used by the School Leadership Team
  - Does our School Leadership Team review data (student outcome, fidelity of implementation, and stakeholder survey) to inform school level decisions (such as areas of professional development for educators, the use of resources, tasks to school teams, and so on)?
- Perceptions of School Leadership Team members
  - Does our school focus on teaching and learning improvement, which includes administrators' participation in various team meetings, classroom observation, and other activities to promote instructional outcomes?

Strong and Engaged Site Leadership – Empowered Decision Making

1.2 The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions.

Main idea: *When the whole school community has the opportunity to participate in implementation decisions, the greater the likelihood that the work will be consistent and sustain over time.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring the meaning of distributed leadership and what it might look like in our school. Leadership decisions are handled primarily by administrators.	Our school is developing communication structures that foster an open exchange of ideas. Our leaders are figuring out how to delegate authority to members of the school community and empower school teams to contribute to key decisions. The School Leadership Team is planning for family input into school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions. Team functioning and effectiveness of communication are reviewed by the School Leadership Team for continuous improvement.

How do we know?

- School Leadership Team meeting minutes or other similar documents
  - Are team meetings designed so that team members contribute to decisions and school practices?
- Educators' perceptions
  - Are our School Leadership Team and administrators easy to access so that all stakeholders have the opportunity to exchange ideas and contribute to school decisions?
- Written procedures for key school teams
  - Does our school have clearly documented roles and functions of each school team, which includes core decisions that a team can make and their communication with the School Leadership Team and/or administrators?

Strong Educator Support System - Educator Coaching and Learning

2.1 Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.
Main idea: *A structured, data-driven system for continuous professional learning leads to high quality instruction and implementation of research-based practices with fidelity.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring instructional coaching practices and how they can best support educators in our school. Professional learning and instructional coaching supports are determined primarily by administrators.	Our school is developing a plan to provide instructional coaching to educators. This plan includes a new teacher mentoring system for their first 2 years. We are preparing a data-gathering system to determine the professional learning and support needs of our staff.	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 teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2–3 months of a request or need identified by data, and includes input from school community members.	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 teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2–3 months of a request or need identified by data, and includes input from school community members. These educational supports have been provided consistently and are reviewed by the School Leadership Team for continuous improvement.

How do we know?

- Record of coaching time available to the school
  - Does our school provide new teacher supports and proactive mentoring/coaching, which includes demonstration and feedback for all educators across all content areas?
- Professional learning log and needs assessment
  - Can educator supports (e.g., professional learning, technical assistance, coaching, or resource delivery) occur within 2–3 months of request?
  - Does our School Leadership Team use data and stakeholder inputs to decide and/or request professional learning topics?
- Perception of educators
  - Do educators agree that they are getting enough supports for quality instruction?

Strong Educator Support System - Personnel Evaluation			
2.2 In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills. Main idea: *When educator evaluations provide positive and constructive feedback, educators will have the information to improve their instructional practices.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
We are exploring methods for using personnel evaluation and feedback to improve instructional practices and increase student outcomes. Personnel evaluation is used primarily to meet compliance requirements and/or for state reporting.	Our school is establishing a personnel evaluation and feedback process focused on improving instructional practices and increasing student outcomes.	Our personnel evaluation results in identification of strengths and specific areas for improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.	Our personnel evaluation results in identification of strengths and specific areas of improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data. The personnel evaluation and feedback process are used consistently and our School Leadership Team uses the information for continuous improvement.
How do we know? • Teacher evaluation procedures and other administrator observation schedules and feedback systems - Does our educator evaluation use multiple sources and provide useful information and feedback for educators to improve instructions? • Report from educators - Do educators in our school report that feedback from the educator evaluation are useful?			

Inclusive Academic Instruction – Academic Supports	3.1 Our school has schoolwide systems to promote academic success for all students, and responds with additional support for students who do not demonstrate success. **Main idea:** ***An a****ppropriate and effective Multi-tiered System of Supports (MTSS) for Reading and Math is essential to prevent academic failure and provide opportunities for all students to receive an equitable education.*			
	0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
	Our school is exploring the components of a multi-tiered instructional system for reading and math and what it might look like in our school. We have a core curricula for reading <u>or</u> math. We are unsure if our core curricula are research-based. Advanced interventions for reading and math are only available to students based on eligibility for special education or other student support services.	Our school is building a multi-tiered instructional system for all students in reading and math. We are supporting teachers to understand and utilize multi-tiered instructional systems. Our school is investigating research-based core curricula for reading and math. We are supporting teachers to implement core curricula and exploring ways to measure fidelity of implementation of the curricula. Our school is recruiting grade level and special educators to work as a team to monitor students' academic progress. Our school is exploring various research-based interventions for reading and math. We are developing clearly defined decision rules for accessing and exiting the interventions. Procedures to monitor the fidelity of implementation of the intervention are also being developed.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • 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.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • 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. School Leadership Team reviews MTSS for reading and math for continuous improvement.

How do we know?

- Grade-level and instructional support team meeting minutes
  - Do special educators regularly and formally meet with grade level educators to discuss progress of students at risk and plan tiered interventions?
- Tier I reading and math curricula
  - Does our school have research-based core Tier I curriculum for reading and math? And do we have fidelity measures available to ensure that instructions are delivered as intended?
- Universal screening and progress monitoring
  - Do universal screenings to identify students at risk of academic failure occur at least 3 times a year, and are more frequent assessments available to monitor their progress on both reading and math?
- Tier II & III intervention guidelines, including instructional fidelity records and rules for student access to and exit from interventions
  - Does our school have research-based Tier II and III interventions, and are those interventions delivered with fidelity as intended?
  - Does our school have clear access and exit rules to identify when students need to participate in advanced tier interventions?

Inclusive Academic Instruction – Academic Instruction

3.2 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 activities.

Main idea: *Instructional practices and strategies designed to address the variety of informational access, processing, and communication needs of ALL students will allow teachers to include ALL students more effectively.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring • the components of Universal Design for Learning (UDL) • differentiated instruction • flexible grouping Educators in our school have varied levels of knowledge and experience with the components of UDL, differentiated instruction, and/or flexible grouping.	Our school is supporting teachers to understand and utilize the principles of UDL, differentiated instruction, and flexible grouping to maximize student engagement and performance. Our school is developing procedures to use the principles of UDL, differentiated instruction, and flexible grouping to support instruction and curricula. Our school is investigating ways to monitor the use and effectiveness of UDL, differentiated instruction, and flexible grouping.	Our school's instruction and curriculum are based on the principles of UDL. Our teachers know how to further differentiate instruction based on their students' performance and instructional needs. Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning. Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping. Our school has formal procedures in place to monitor the use of UDL and/or differentiated instruction, such as walk-through observation, educator evaluation, and lesson plan reviews.	Our school's instruction and curriculum are based on the principles of UDL. Our teachers know how to further differentiate instruction based on their students' performance and instructional needs. Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning. Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping. Our school has formal procedures in place to monitor the use of UDL and/or differentiated instruction, such as walk-through observation, educator evaluation, and lesson plan reviews. The School Leadership Team reviews use of UDL, differentiated instruction, and flexible grouping for continuous improvement.

How do we know?

- Review school expectations of multi-level instruction and UDL
  - Does our school have clear expectations regarding UDL, differentiation, and flexible grouping, and provide sufficient resources and learning opportunities?
- Review sample lesson plans
  - Does our school expect educators to include all components of UDL and differentiated instruction in the lesson plan?
  - Does our school have a system to regularly and formally monitor all components for UDL and differentiated instructions?

Inclusive Academic Instruction – Data-based Decision Making (Academic)

3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.
Main idea: *When teachers and school teams use data to make decisions about school practices, they are likely to design appropriate instructional strategies, interventions and individualized academic supports.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring universal screening and progress monitoring tools for reading and math. Our school is exploring systems to organize schoolwide and student-level data. Instructional decisions are determined primarily by administrators and based predominantly on state assessment data or pre-planned curricula.	Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data. Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data. Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making. Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.	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 with the multi-level support system, 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.	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 with the multi-level support system, 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. A well-functioning data system informs our MTSS for reading and math and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Grade-level or instructional support team and School Leadership Team meeting minutes
  - Does our school use all levels of outcome data (individual, classroom, grade level, student subgroups) to develop appropriate instruction?
- Inventory of tool(s) used to assess fidelity of implementation
  - Does our school monitor the implementation of instructional practices and use fidelity data to determine the effectiveness of interventions?
- Process and content for data collection, summary and use for decision making
  - Does our school have a consistent formal procedure to collect student academic performance data and summarize them?

Inclusive Behavior Instruction - Behavior Prevention

4.1 Our school has schoolwide systems to promote effective social behavior for all students. Main idea: *Universal level behavior Multi-tiered System of Support (MTSS) is essential to create a safe learning environment, and prevent behavioral removals and school failure for all students.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring schoolwide behavior supports. Educators in our school have varied levels of knowledge and experience with schoolwide behavior supports. Behavior issues are handled primarily by administrators.	Our school is building a universal behavior support system, including structures to teach behavioral expectations, recognize positive student behavior, and clarify consequences. We are supporting teachers to understand universal behavior support systems. Our school is investigating procedures to measure the fidelity of implementation of our universal behavior support system. Our school is recruiting behavior support team members to monitor schoolwide behavior systems and students' behavior progress.	A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. 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.	A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. 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. A well-functioning data system informs our MTSS for behavior, and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Review behavior support team meeting minutes
  - Does our behavior team include people with sufficient skills and information (e.g., special educators, grade level educators, other specialists, families)?
- Review current Tier I fidelity of behavior support implementation (e.g., Positive Behavioral Interventions and Supports or PBIS)
  - Does our school have a fidelity measure, and is the score high enough to say that our school's Tier I behavior support is fully in place?

Inclusive Behavior Instruction - Behavior Intervention	**4.2 Our school provides research-based, multi-tiered interventions based on functions of behavior with fidelity.** Main idea: *When research-based multi-tiered interventions are designed on data that indicates the function served by the behavior, then behavioral interventions will be appropriate and effective.*			
	0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
	Our school is exploring universal behavioral supports. We have some behavioral interventions in place. We are unsure if our interventions are research-based. Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services. Behavior issues are handled primarily by administrators.	Our school is building a multi-tiered instructional system for behavioral support and intervention. We are supporting teachers to understand and utilize a multi-tiered instructional system for behavior support and interventions. Our school is investigating research-based behavior interventions. We are developing clearly defined decision rules for access to and exit from the interventions; and procedures to monitor the fidelity of implementation. Our school is recruiting grade level and special educators to work as a team to monitor students' behavioral progress. Our school is collecting resources has assigned staff members to participate in training related to research-based behavior interventions and our multi-tiered instructional system for behavioral support.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions • are research-based • 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 as Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and 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.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions • are research-based • 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 as Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and 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. Well functioning multi-tiered interventions for behavior are in place and the School Leadership Team reviews them for continuous improvement.

How do we know?

- Review functional behavioral assessments (FBA)
  - Is our FBA available for all students who need advanced (Tier III) supports, regardless of their eligibility for IEPs?
- Review sample Tier II & Tier III behavior support plans
  - Are our interventions designed to incorporate family and/or student perspectives and results of all assessments (e.g., FBA, academic tests, mental health assessments, etc.)?
  - Does our Tier III behavior plan include prevention strategies, strategies for increasing desired behavior, strategies for minimizing rewards for problem behavior, and exit criteria?
- Review sample progress monitoring data for students receiving Tier II & III supports
  - Are our interventions modified as necessary based on outcomes, fidelities, and inputs from stakeholders?

Inclusive Behavior Instruction - Data-based Decision Making (Behavior)

4.3 Our school identifies and prioritizes instructional interventions based on analyzing multiple sources of behavior data.
Main idea: *A data-based decision-making process that uses multiple data sources to plan, monitor, and implement behavior supports at all tier levels will enable the school to effectively select, design, and modify behavioral interventions.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring universal screening and progress monitoring tools for behavior. Our school is exploring systems to organize schoolwide and student-level behavioral data. Instructional decisions for behavior are based primarily on individual teacher anecdotal reports. Behavior interventions are determined primarily by administrators.	Our school is investigating universal screening tools for behavior. We are supporting teachers to understand and utilize universal screening tools and data. Our school is investigating progress monitoring tools for behavior. We are supporting teachers to understand and utilize progress monitoring tools and data. Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making. Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.	Universal screenings are in place for behavior and conducted three times 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 with the multi-level support system, 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.	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 with the multi-level support system, 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. A comprehensive data system is in place for monitoring behavior and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Universal screening data collected at least annually
  - Does our school have a universal screener for behavior to proactively provide supports for students at risk?
- Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
  - Does our school measure and monitor fidelity of Tier II and III behavior supports?
- Review grade-level or instructional support team meeting minutes
  - Do school teams review behavior data as well as academic data together to understand student performance?

(continued)

	• Action plan for improved implementation
	  - Are action plans based on data reviews and modified from its outcomes?
	• Student outcome measurement systems for all three tiers
	  - Does our school use aggregate data (e.g., school level, grade level, student subgroups) to investigate overall effectiveness of each tier level supports with fidelities?

Fully Integrated Organizational Structure - Tier I Instruction for All

5.1 All students in our school participate in the general education curriculum instruction/activities of their grade level peers.

Main idea: *All students, even those with the most extensive support needs, will be more successful when they learn in the general education classroom with their same-age grade level peers.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school has students with disabilities or who need supports placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math. Paraeducators who are assigned to support students with IEPs are primarily responsible for delivering that student's instruction. Paraeducators do not participate in collaborative team planning and are not included in professional learning offered to general and special educators. Our school is considering how to ensure that we can educate all students in our building. We are exploring the benefit of an inclusive education philosophy where the grade-level classroom is the primary placement for all students, and all students access their grade level core curriculum. We are looking at our organizational structure to build an effective model where teachers are the primary instructor and paraeducators provide support to any student who needs it, under the teacher's direction.	Our school has students with disabilities or other conditions placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math. Educators are being trained to provide collaborative instruction (e.g., peer-assisted instruction). Tasks are assigned to prepare documented expectations and guidelines for the collaborative instruction. Our school is reviewing and rearranging paraeducators' schedules to include them in professional learning and collaborative team processes. Educators are being trained so that paraeducators can work with all students in grade level classrooms. Our school is working toward educating all students. We have a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in our school, unless they have serious physical safety concerns or their family prefers an alternative to the inclusive placement.	Our school serves all students in the neighborhood, and no student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or the family prefers alternative placement). All students' primary placement is a grade level classroom. All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math, with the assistance of collaborative learning strategies (e.g., peer-assisted learning). Collaborative learning is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. Teachers have scheduled time to collaborate for instructional planning.	Our school serves all students in the neighborhood, and no student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or the family prefers alternative placement). All students' primary placement is a grade level classroom. All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math, with the assistance of collaborative learning strategies (e.g., peer-assisted learning). Collaborative learning is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. Teachers have scheduled time to collaborate for instructional planning. A comprehensive system for monitoring integrated structures is in place and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Special educator and paraeducator schedules
  - Are special educators and paraeducators responsible to all students and participating in grade level instructions?
  - Are grade level educators responsible to all students, including students with IEPs, and are all students with IEPs included in general education curriculum through various instructional strategies such as peer-assisted learning or co-teaching?
- Sample schedules for students taking alternative tests
  - Are all students enrolled in our school, including students taking alternate assessment, participating in general education curriculum instruction with their grade level peers?

Fully Integrated Organizational Structure - Non-categorical Service Delivery

5.2 Our school embraces non-categorical service delivery to support diverse needs of students.
Main idea: *When faculty and staff are expected to support all students, regardless of their title or particular student need, instruction and supports are respectful, and can be flexible and innovative, meeting the diverse needs of students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is working to understand what "non-categorical" services are and investigating the need for non-categorical service delivery. Our school uses categorical language to refer to services, and sometimes to students who receive those services, such as Special Education or SPED, ELL students, etc. Personnel titles and building signage are based on service categories. Our school does not have a policy related to non-categorical service delivery.	Our school assigns tasks and develops plans to deliver non-categorical services. Our school is planning or has begun to train all educators for the non-categorical service delivery. A team or person is reviewing possible policy items to be included in the non-categorical service delivery.	Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles, etc.). 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 type of student need (e.g., Special Education Teacher, an IEP), educators and other staff work with all students (e.g., special educators work with students without IEPs). Our service, language use, and building practices reflect the non-categorical service delivery policy.	Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles, etc.). 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 or IEP) educators and other staff work with all students (e.g., special educators work with students without IEPs). Our service, language use, and building practices reflect the non-categorical service delivery policy. School Leadership Team monitors and reviews non-categorical service delivery practices and policy for continuous improvement.

How do we know?

- Documents regarding non-categorical policy
  - Does our school have written policy to support non-categorical service including service delivery, language use, training, and building practices?
- Materials sent home, provided to students, and posted in the school
  - Does our school use non-categorical language?

Strong and Positive School Culture - Full Access for All Students

6.1 All students, including those with IEPs, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate supports. Main idea: *An equitable education means equal opportunities for all students to participate in the core instruction and extracurricular activities. These opportunities require collaborative planning and sharing of responsibilities across staff of various areas of expertise.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Students who need additional or special support do not have the same opportunities to participate in extracurricular activities because our school cannot provide the needed support. Our school is exploring how to provide equal opportunities for all students to participate in grade level classroom and extracurricular learning activities. Our school is figuring out how collaborative teaching efforts (e.g., co-teaching and co-planning) can engage more students in learning activities in grade-level classrooms.	Our administrators and/or School Leadership Team are preparing a document showing essential components of collaborative teaching strategies. All schedules are being reviewed to apply collaborative teaching for some portion of the day in all classrooms and intervention sessions. Educators are receiving training and resources regarding collaborative teaching strategies. Our school has an assigned team or person working on improving extra curricular activity participation by all students. Options for students who need extra individualized supports are listed and reviewed in collaboration with their families.	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades, in all classrooms for some portion of the day. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate supports available, if necessary, for students with unique support needs.	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades, in all classrooms for some portion of the day. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate supports available, if necessary, for students with unique support needs. School Leadership Team monitors collaborative teaching methods and access to extracurricular activities and reviews them for continuous improvement.
How do we know? • Sample collaborative planning and co-teaching schedules - Does our school utilize collaborative planning and co-teaching to include more students in the core curriculum activities in all classrooms? • Report from educators and families of students with special needs - Do all students with IEPs have equal opportunities to participate in extracurricular activities?			

Strong and Positive School Culture - Shared Responsibility

6.2 All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in our school.

Main idea: *Culture is central to learning. Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximizes learning opportunities and makes instruction relevant for students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is discussing how to engage all adults in the building in the teaching and learning process. Some personnel such as security guards, janitorial staff, or administrative assistants are not a part of the teaching and learning process at all and do not have any shared responsibility for student academic and/or behavior outcomes. Our school is exploring the benefits of culturally responsive practices. Our educators are not fully aware of the influence of cultural background of students on teaching and learning in both academic and behavior areas. No evaluation has been conducted to check our culturally responsive practice status.	Our school is modifying job descriptions and policies to actively engage all adults in the school community in the teaching and learning process. Educators are learning about culturally responsive practices and their importance in the student outcomes. Tasks are assigned to a team or person to find essential features of successful culturally responsive practices in such areas as leadership, policy, family involvement, curriculum, teaching and learning, behavior supports, etc. An evaluation tool selection process is underway to effectively monitor our improvement on culturally responsive practices.	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 responsive practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. The school assesses for culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices.	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 responsive practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. The school assesses for culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices. The School Leadership Team monitors culturally responsive practices and shared responsibility for student outcomes throughout the entire school community and reviews these data for continuous improvement.

How do we know?

- Culturally responsive practices assessment results
  - Does our school assess the status of culturally responsive practices and plan actions to improve it?
- Educator job descriptions
  - Are all educators in our building responsible for all students (regardless of IEPs)?
  - Are all adults including non-instructional educators responsible for all students' academic and/or behavior outcomes with a formal policy or a job description?

Trusting Family Partnerships - Family Opportunities to Participate

7.1 Our school provides families with opportunities/resources to participate in the decision-making of their child's education.
Main idea: *Families engagement and involvement in school decisions can play a vital role in supporting SWIFT implementation and sustaining implementation over time.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring a way to increase family involvement in school governance and their children's education. Parent organizations exist and school administrators are involved; however, families are not officially invited as a member of school committee(s) and/or team(s) to provide their voices for school governance. Our school conducts a parent survey; however, the results do not provide enough information and/or we have not reviewed and discussed the results. Families receive some information about their children's education, such as academic and behavior progress. We are exploring ways to enhance what and how a child's progress is shared with families.	Our school leaders are recruiting family leaders to participate in school committee(s) and/or team(s) that address school governance. Family organizations and the School Leadership Team are collaborating to provide equal opportunities for ALL families to serve on committee(s) and/or team(s). Reporting and communication procedures are established to make sure that families' major opinions are well delivered and contribute to school governance decisions. Our school is revising existing family survey items and/or developing additional survey items and processes to solicit feedback from families at least twice a year. Our school is building a list of information that needs to be delivered to families for their children's education. We are creating ways to involve families in interventions and provide guidance (e.g., monitor, reinforcement, guide academic and behavior progress).	Family leaders serve on at least one committee and/or team that can make decisions on school governance. All families are recruited for these committees/teams creating equal opportunity for families to address school governance decisions. Family 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 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 sit as members.	Family leaders serve on at least one committee and/or team that can make decisions on school governance. All families are recruited for these committees/teams, creating equal opportunities for families to address school governance decisions. Family 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 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 sit as members. School Leadership Team monitors family participation and reviews for continuous improvement.

How do we know?
- Survey results or other documents to solicit feedback from families
  - Does our school solicit input from families to include them in school governance decisions?
- Procedure for providing information to families
  - Does our school provide all information regarding their children's education (e.g., assessment results, current progress, academic/behavior standards, parent rights) and opportunity to participate in intervention decisions for their children?

Trusting Family Partnerships - Partnerships with Families

7.2 All personnel in our school understand the importance of building positive partnerships with their students' families. Main idea: *Positive family-school partnerships result when educators intentionally seek family input on the school's educational practices and include family members on school teams and committees.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring how to evaluate the quality of partnerships with families. We have not formally evaluated families' perceived quality of partnership with our educators and staff. We have conducted a family survey; however, the quality of partnership is not well captured by the survey questions.	Our school assigns tasks to a team or person to define major indicators of quality for our partnership with families (e.g., school-parent communication, volunteer opportunities, school-decision making) and develops a method to evaluate those from a family perspective. Existing family survey questions are being reviewed to make sure that the defined indicators of quality for family partnership are well measured, and additional survey items are being developed as needed. Other data collection methods (e.g., discussion log at parent organizations, educator reported parent concerns) are also being considered.	All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been 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.	All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been 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. The School Leadership Team monitors the quality, frequency, and use of families' perceptions and input and reviews results for continuous improvement.
How do we know? • Quality partnership assessment results (family perception of the quality of partnership) - Does our school have a system that all families have equal opportunities to participate in committees and school teams for school governance? - Does our school assess the quality of family partnership and use the data to improve it?			

Trusting Community Partnerships - Community Collaboration			
8.1 Our school collaborates with a variety of community partners to match resources and services in the community with identified school needs. Main idea: *Positive community-school partnerships result when the school intentionally evaluates community needs, connects school stakeholders to community resources, and evaluates the impact of the school-community relationship.*			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school does not have any community partners or has community partners but without systematic resource utilization. Although our school has community partners to benefit school community members (e.g., educators, students, and families), we have no formal assessment to identify needs for community resources nor do we evaluate overall effectiveness of the community partnership.	Our school is working on building better resource connection between our community partners and school community members (e.g., educators, students, families). A team or person is responsible to identify our needs and available community resources. A procedure to identify needs is under development. Evaluation of overall effectiveness of the partnership is being developed. We are identifying indicators to monitor the effectiveness of community partnerships.	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, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs.	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, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs. The School Leadership Team monitors quality, frequency and use of community resources and the nature of community partnerships and reviews the results for continuous improvement.
How do we know? • Procedure for utilizing community partner resources - Does our school have community partners to connect school stakeholders with available community resources based on assessed needs? - Does our school evaluate overall effectiveness of the community partnership as well as needs?			

Trusting Community Partnerships - Community Benefits

8.2 Our school offers various resources to benefit the surrounding community.
Main idea: *The whole community benefits when the school shares resources (e.g., space, technology) and engages community members as volunteers.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring how to open school resources and facilities to the public and benefit community members. We may have ways for community members to use school facilities; however, the request procedure is not clear and/or accessible for community members. Our school currently does not provide volunteer opportunities or our volunteer training has not been provided with clear guidelines and materials. We have not yet developed a volunteer handbook.	Our school is reviewing current community use of school facilities. We are identifying what space and facilities will be available. Our request procedure is being modified (or newly developed) to increase public access and improve the management system. Our school has assigned tasks to a team or person to identify volunteer areas and necessary training. We are developing new volunteer training or training materials, including a volunteer handbook.	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.	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. The School Leadership Team monitors the use of school resources by the community and the nature of those community partnerships and reviews results for continuous improvement.

How do we know?

- School space and resource availability for community use
  - Are our school space and facilities open to community use?
- School activities to train volunteers
  - Does our school train volunteers? Have we developed a handbook?

Strong LEA (District)-School Relationship - LEA (District) Support

9.1 Our LEA (District) actively and adequately supports our schools' implementation of SWIFT features.
Main idea: *District support is essential to effectively implement and sustain SWIFT and related research-based practices at the school building level.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school, in collaboration with our district, is exploring how to best align and accelerate implementation of SWIFT in our school. Our district has not yet established effective communication procedures between the district and our school regarding implementation of SWIFT. Our district does not yet have a representative who regularly attends our School Leadership Team meetings. Our district is exploring the relationship of outcome and fidelity data; and how reporting it to the school board might be accomplished.	Our district and school administrators are collaboratively working on establishing a district support system. Our district is selecting School Leadership Team members to attend School Leadership Team meetings. Communication procedures between the district and our school are being developed. Methods are being developed by the district to assess professional learning needs. The district is developing a strategic plan to guide communication development and education. The district is identifying the outcome and/or fidelity data that needs to be reported and how to best report it to the school board.	Our district is actively engaged in school and district implementation of SWIFT. 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 2–3 months. The district uses a needs assessment, data, and stakeholder input to inform priorities for professional learning. The district is actively engaging in community development and education with the purpose of securing resources, support and/or engagement at the school level in transformational practices. Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board.	Our district is actively engaged in school and district implementation of SWIFT. 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 2–3 months. The district uses a needs assessment, data and stakeholder input to inform priorities for professional learning. The district is actively engaging in community development and education with the purpose of securing resources, support and/or engagement at the school level in transformational practices. Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board. Our School and District Leadership Teams monitor SWIFT implementation for continuous improvement.

How do we know?

- Need assessment results, sample professional learning logs, and district reports
  - Does our LEA have a SWIFT Leadership Team at the district level and provide appropriate supports for SWIFT implementation in collaboration with school administrators?
  - Does our LEA respond to our support requests in the form of professional learning, resources, or coaching, and gather information about support needs to proactively support schools?
  - Does our LEA formally and frequently report both student outcomes and fidelity to board?

Strong LEA (District) /School Relationship - LEA (District) Addresses Barriers				
	9.2 Our LEA (District) addresses and removes policy and other barriers to success. Main idea: *The school district uses a systematic procedure to review policy barriers and fidelity of implementation, and to address barriers and/or change policy to promote the successful implementation of evidence-based practices at the school level.*			
	0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
	Our district, in collaboration with our School Leadership Team representative(s), is exploring the need for a systematic procedure to address possible policy changes or other barriers to SWIFT implementation. Our school has encountered some policy or barriers to effective SWIFT implementation. However, we have no formal procedure to address those issues.	Our district, in collaboration with our School Leadership Team representative(s), is developing capacity and/or refining procedures to deal with policy issues and other barriers to implementing SWIFT. Our district SWIFT Leadership Team is reviewing SWIFT domains/core features and school action plans to identify possible policy barriers to implementation.	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful and includes building Leadership Team representative(s).	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s). Our district monitors and reviews the process for changing policy and for addressing barriers to school implementation of SWIFT. The process is examined as part of continuous improvement efforts.
	How do we know? • A procedure to address policy and other barriers - Does our LEA have a formal procedure to change policies and remove barriers for SWIFT implementation with school building administrators?			

LEA (District) Policy Framework - LEA (District) Links Initiatives

10.1 Our LEA (District) supports SWIFT practices by linking multiple initiatives, revising policies, and extending successful implementation cases to other schools.

Main idea: *The district links multiple initiatives to avoid silos and duplication of efforts, and regularly reviews and revises policies to successfully implement SWIFT in the initial cohort and then scale up to other schools.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district is exploring the need for linking multiple initiatives, developing operational efficiencies, using school data for continuous improvement, and enhancing policy to promote use of new practices. Our district hasn't planned extension of SWIFT implementation to other schools.	Our district is developing formal processes for one or all 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. Our school assigned tasks to a team or person to identify needs related to SWIFT implementation and to incorporate them in revision of formal processes (above). Our district is reviewing and summarizing successful SWIFT implementation cases. Our district is developing a plan for extension of SWIFT implementation.	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, and • 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 SWIFT feature implementation to other schools.	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, and • 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 SWIFT feature implementation to other schools. The above processes are monitored and reviewed for continuous improvement by school and district administrators.

How do we know?

- Review a procedure for assessing current initiatives
  - Does our district, in collaboration with school building administrators, have a formal procedure to link multiple initiatives to avoid duplication of efforts?
  - Does our district, in collaboration with school administrators, have a formal procedure to review and revise policy to incorporate the lessons learned from a practice and/or to facilitate practices better?
  - Does our district have a formalized plan to extend successful SWIFT implementation to other schools?

LEA (District) Policy Framework - LEA (District) Process for RBP

10.2 Our LEA (District) uses school-building information to support, and ensure training regarding research and/or research-based practices.

Main idea: *By using multiple data sources, including input from school-based staff, to select research-based practices and provide professional learning opportunities to school-based educators, the practices and training will result in meaningful change in instruction for the benefit of all students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district is exploring the benefit of a policy and process to select research-based instructional practices. Our district does not have or does not fully utilize a formal procedure to select research-based practices or our school is not aware of or involved in the process.	Our district is developing a policy and process for selecting research-based practices. The process involves school administrators to solicit input and feedback.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators. This policy and process are monitored and reviewed for continuous improvement by school and district administrators.

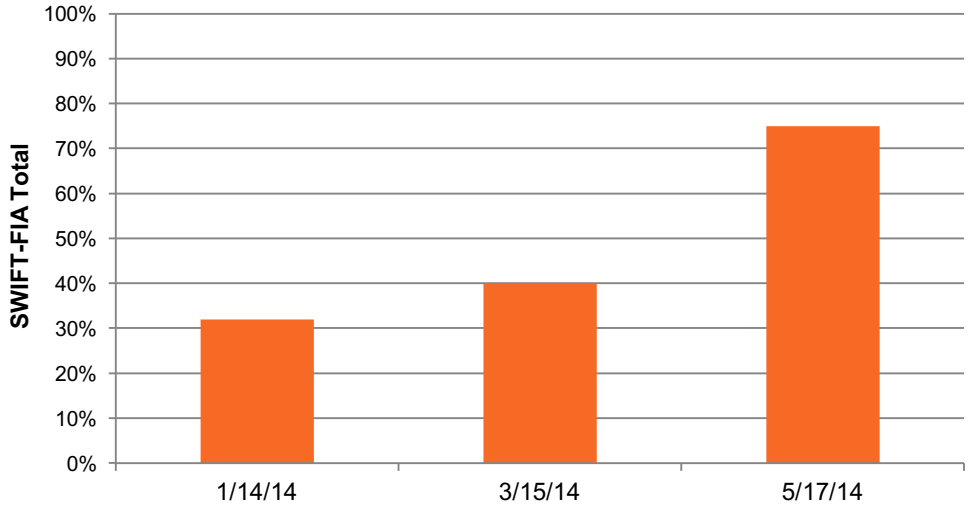
How do we know?

- Review a procedure for selecting research-based practices
  - Does our district, in collaboration with school building administrators, have a formalized procedure to select research-based practices?
- Review district reports
  - Does our district proactively review our school data to provide supports?

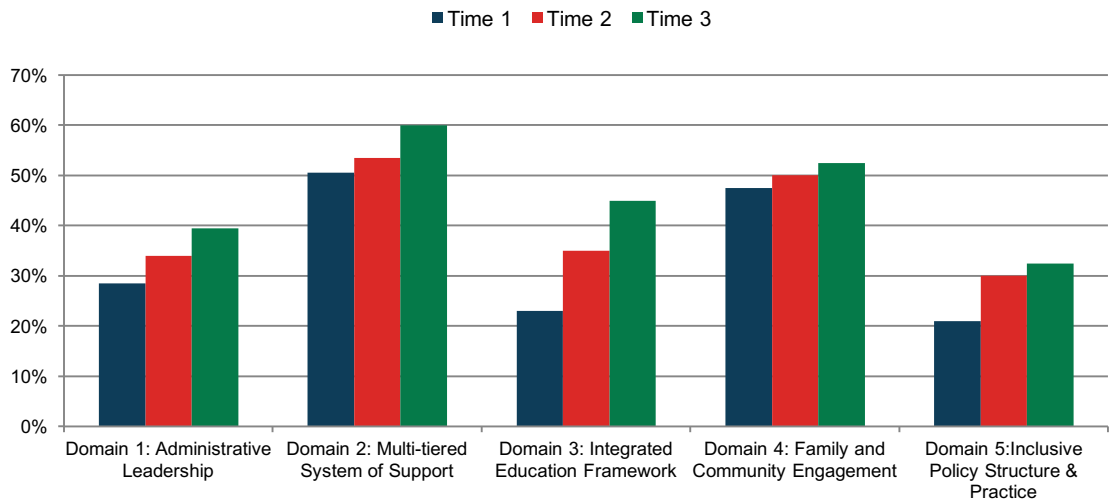
SWIFT-FIA Scoring Example

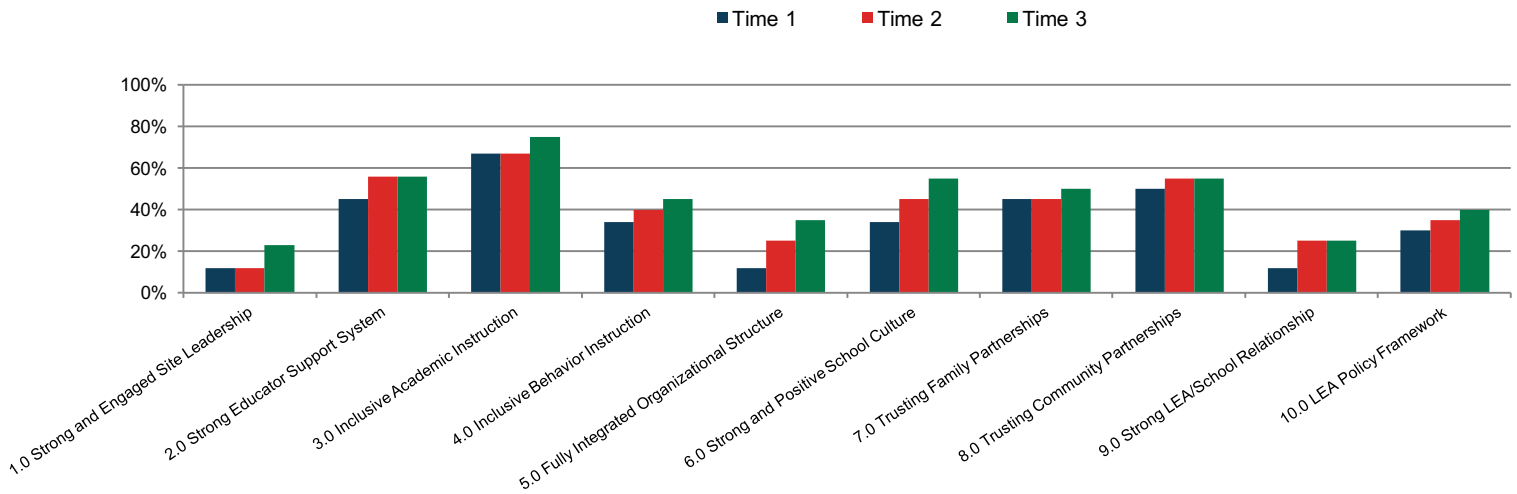
SWIFT Domains	SWIFT Core Features	SWIFT FIA Items / Improvement Areas	% of Implementation					
			Item Scores		Core Feature Scores		Domain Scores	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	2 / 3	67 %	3 /6	50 %	7 / 12	58 %
		Empowered Decision Making	1 / 3	33 %				
	Strong Educator Support System	Educator Coaching and Learning	2 / 3	67 %	4 /6	67 %		
		Personnel Evaluation	2 / 3	67 %				
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	2 / 3	67 %	4 /9	44 %	9 / 18	50 %
		Academic Instruction	0 / 3	0 %				
		Data-based Decision Making	2 / 3	67 %				
	Inclusive Behavior Instruction	Behavior Supports	2 / 3	67 %	5 /9	56 %		
		Behavior Instruction	1 / 3	33 %				
		Data-based Decision Making	2 / 3	67 %				
Integrated [illegible]	Fully Integrated Organizational Structure	Tier I Instruction for All	1 / [illegible]					
		Non-categorical Service Deli[illegible]	[illegible]	0 %	0 /6	0 %		
	Positive and Strong School Culture	Full Access for All S[illegible]	0 / 3	0 %				
		Shared R[illegible]	2 / 3	67 %	3 /6	50 %	4 / 12	33 %
Structure & Practice	[illegible]	[illegible] addresses	1 / 3	33 %				
	LEA (e.g., District) Policy Framework	LEA (e.g., District) Links Initiatives	0 / 3	0 %	1 /6	44 %		
		LEA (e.g., District) Process for RBP	1 / 3	33 %				
SWIFT FIA Total			25 / 66			38 %		

Summarized results can provide graphic display of total, core feature, and each SWIFT-FIA item scores. The figure below shows an example chart for improvement in the SWIFT-FIA total score across time.

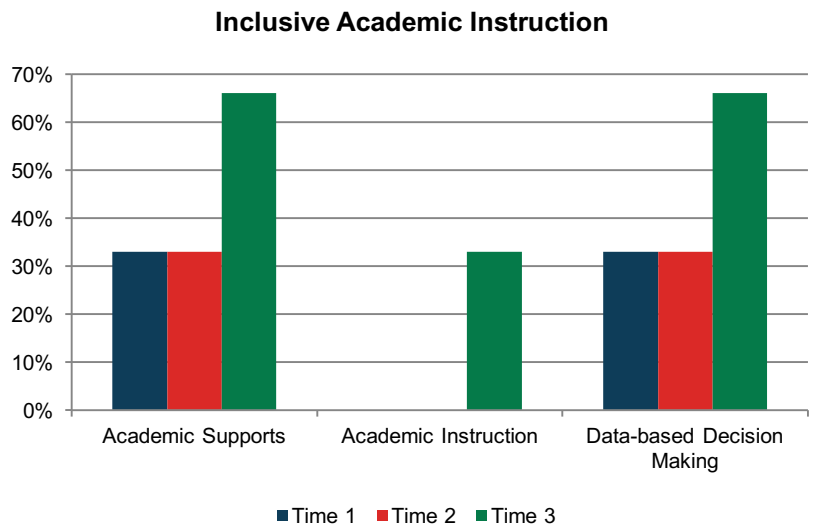


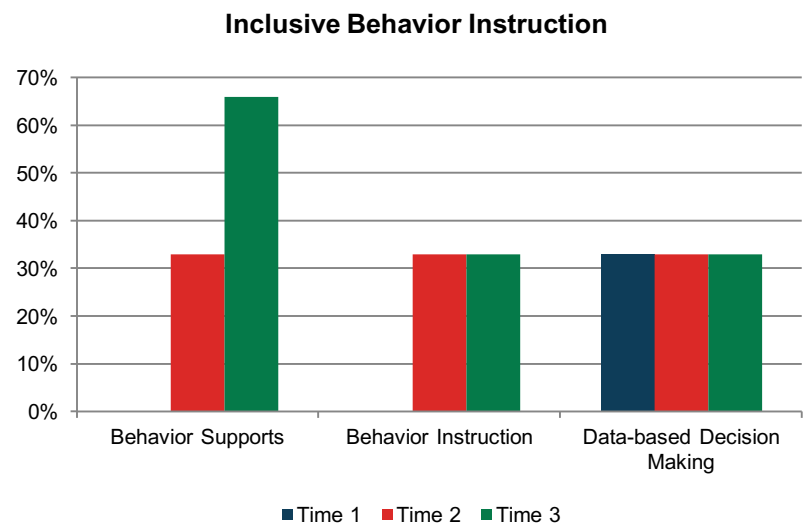
The figures below provide examples of the progress display on domains and core features across time.





The figure below provides an example of a progress bar for individual SWIFT-FIA items.





SWIFT-FIA ACTION PLANNING

Core Features	FIA Items / Improvement Areas	Actions/Goals	Responsible Person(s)	Resources	Timeline	Improvement Priority
Strong and Engaged Site Leadership	1.1 Valued Leadership	a. b.				Very High High Low Very Low
	1.2 Empowered Decision	a. b.				Very High High Low Very Low
Strong Educator Support System	2.1 Coaching & Learning	a. b.				Very High High Low Very Low
	2.2 Personnel Evaluation	a. b.				Very High High Low Very Low
Inclusive Academic Instruction	3.1 Academic Supports	a. b.				Very High High Low Very Low
	3.2 Academic Instruction	a. b.				Very High High Low Very Low
	3.3 Data-based Decision (academic)	a. b.				Very High High Low Very Low
Inclusive Behavior Instruction	4.1 Behavior Supports	a. b.				Very High High Low Very Low
	4.2 Behavior Instruction	a. b. c.				Very High High Low Very Low

Core Features	FIA Items / Improvement Areas	Actions/Goals	Responsible Person(s)	Resources	Timeline	Improvement Priority
	4.3 Data-based Decision (behavior)	a. b.				Very High High Low Very Low
Fully Integrated Organizational Structure	5.1 Tier I Instruction	a. b.				Very High High Low Very Low
	5.2 Non-categorical Service	a. b.				Very High High Low Very Low
Positive and Strong School Culture	6.1 Full Access for all	a. b.				Very High High Low Very Low
	6.2 Shared Responsibility	a. b.				Very High High Low Very Low
Trusting Family Partnerships	7.1 Families Opportunities	a. b.				Very High High Low Very Low
	7.2 Partnerships with Families	a. b.				Very High High Low Very Low
Trusting Community Partnerships	8.1 Community Collaboration	a. b.				Very High High Low Very Low
	8.2 Community Benefits	a. b.				Very High High Low Very Low
Strong LEA (e.g., District)/School Relationship	9.1 LEA Support	a. b.				Very High High Low Very Low

Core Features	FIA Items / Improvement Areas	Actions/Goals	Responsible Person(s)	Resources	Timeline	Improvement Priority
	9.2 LEA Addresses Barriers	a. b.				Very High High Low Very Low
LEA (e.g., District) Policy Framework	10.1 LEA Links Initiatives	a. b.				Very High High Low Very Low
	10.2 LEA Process for RBP	a. b.				Very High High Low Very Low