SWiFT
education center

Schoolwide Integrated Framework for Transformation

FIDELITY INTEGRITY ASSESSMENT

version 2.1

swiftschools.org

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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.

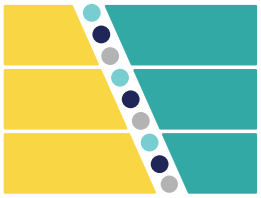
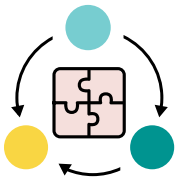
When and how often should SWIFT-FIA be completed?

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	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership
		Empowered Decision Making
	Strong Educator Support System	Educator Coaching & Learning
		Personnel Evaluation
 **Multi-tiered System of Support**	Inclusive Academic Instruction	Academic Support
		Academic Instruction
		Data-based Decision Making
	Inclusive Behavior/Social-Emotional Instruction	Behavior/SE Support
		Behavior/SE Instruction
		Data-based Decision Making
 **Integrated Educational Framework**	Fully Integrated Organizational Structure	Universal Instruction for All
		Non-categorical Service Delivery
	Positive & Strong School Culture	Full Access for All Students
		Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	Family Opportunities to Participate
		Partnerships with Families
	Trusting Community Partnerships	Community Collaboration
		Community Benefits
Inclusive Policy Structure & Practice	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.

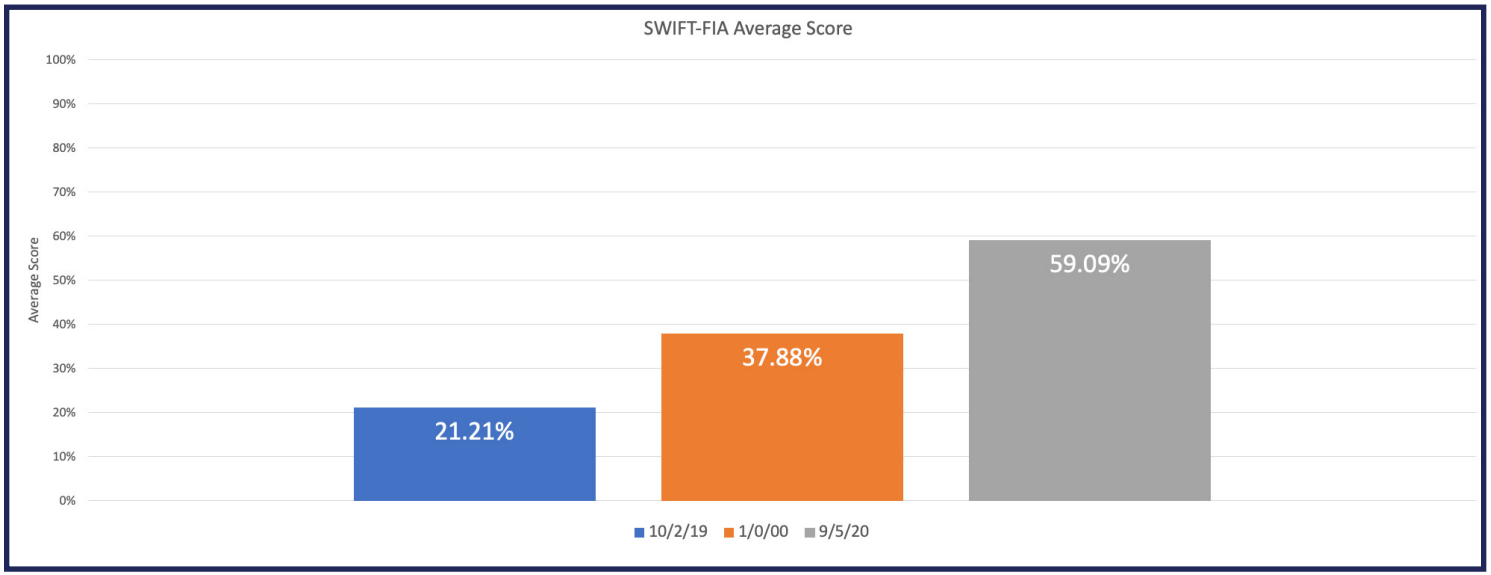
SWIFT Fidelity Integrity Assessment

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/ Social-Emotional Instruction	Behavior/SE Support	/ 3	%
		Behavior/SE 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 (%)	

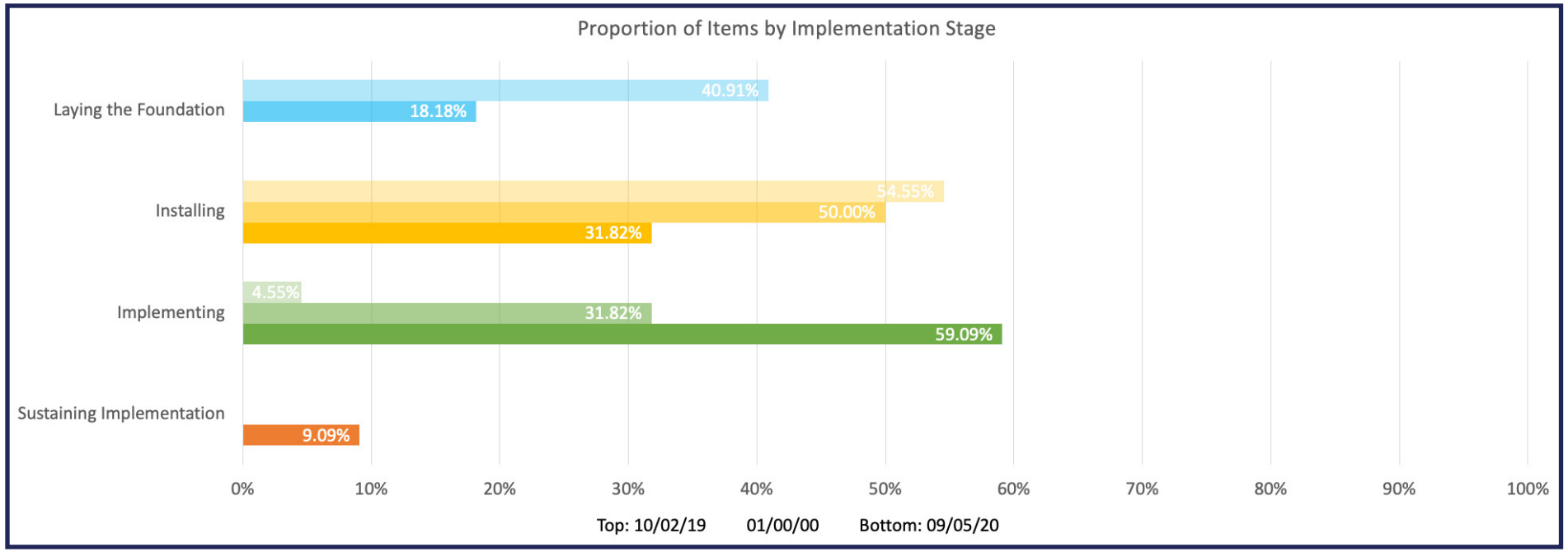
SWIFT-FIA Scoring and Summary Example

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	0	0.00%
Installing	7	31.82%
Implementing	13	59.09%
Sustaining Implementation	2	9.09%



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

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 implementation options or discussing whether to proceed with installation of 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 implementation options or discussing whether to proceed with installation of 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 implementation options or discussing whether to proceed with installation of 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.

Educators 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 implementation options or discussing whether to proceed with installation of 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
- Educator 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, when warranted.

Components include:

Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic instruction and support when needed.

☐ Additional and Intensified instruction and support are available for all students, regardless of eligibility for special education or other student support services.

Procedures are in place to measure the fidelity of implementation of Universal support (Tier I).

Universal support develops skills to prepare students for post-secondary education, and vocational or career employment opportunities.

Grade level and/or content 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 instruction and support:

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

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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 Instruction Matrix
- Additional and Intensified (Tier II & III) instruction and support guidelines, including instructional fidelity records and rules for student access to and exit from instruction and support

Item 3.2 Academic Instruction

Our school personnel use 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 Universal Design for Learning (UDL) to design instruction.

Our educators know how and regularly do 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 implementation options or discussing whether to proceed with installation of 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 differentiated 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 instruction and support based on analysis of multiple sources of academic data.

Components include:

Universal screenings are in place for both reading and math and are conducted multiple times per year.

Progress monitoring data are gathered to check 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 instruction and support matched to student need, and

3) check if instruction and support are implemented as planned.

Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student groups in order to evaluate the effectiveness of instruction and instruction and supports.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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/SE Support

Our school has schoolwide systems to promote positive behavior and social-emotional learning for all students.

Components include:

A universal behavior and social-emotional support system is clearly in place and includes teaching schoolwide behavioral expectations and social emotional learning skills, recognition systems, and/or restorative discipline policies.

Procedures are in place and used to measure the fidelity of implementation of the universal behavior and social-emotional support system and practices

Grade level and/or content educators collaborate with special educators to monitor students' behavior and social-emotional progress.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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 behavior and social-emotional support implementation fidelity data

Item 4.2 Behavior/SE Instruction

Our school provides multi-tiered instruction and support based on functions of behavior and social-emotional learning with fidelity.

Components include:

Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral and social-emotional instruction and support for students when needed.

Additional and Instensified instruction and support are available for all students, regardless of eligibility for special education or other student support services.

Additional and Intensified support for behavior and social-emotional learning are matched by function and intensity to student need, and the instruction and support have:

- professional learning for implementation
- clearly defined decision rules for access and exit
- procedures in place to monitor the fidelity of implementation and the overall effectiveness.

Our school has Behavior and Social-Emotional Plans 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 reinforcements for problem behavior.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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 and social-emotional support plans
- Sample functional behavioral assessments (FBA)
- Sample progress monitoring data for students receiving Additional and Intensified support

Item 4.3 Data-Based Decision Making

Our school identifies and prioritizes behavioral and social-emotional instruction and support based on analysis of multiple data sources.

Components include:

Universal screenings are in place for behavior and social-emotional learning, that are conducted multiple times per year.

Progress monitoring data are gathered to check student progress.

Educators use student data to guide their behavior and social-emotional instruction. Data are regularly and consistently collected and used to

1) identify students who need more or less intensive supports,

2) provide appropriate instruction and support matched to student need, and

3) check if instruction and support are implemented as planned.

Our school reviews behavior and social-emotional outcome data in such aggregate formats as classroom, grade level, and other student groups in order to evaluate the effectiveness of instruction and support.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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?

- Action plan for improved implementation
- Fidelity data documenting implementation of Additional (Tier II) and/or Intensified (Tier III) behavior instruction and support
- 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 peers in grade level and/or content courses.

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 general education.

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.

Educators 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 implementation options or discussing whether to proceed with installation of 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 utilize the 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 educator, IEP) educators and other staff work with all students (e.g., special educators also 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 implementation options or discussing whether to proceed with installation of 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 in our school, including those with IEPs, 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 grade 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 implementation options or discussing whether to proceed with installation of 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 instruction of 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 implementation options or discussing whether to proceed with installation of 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 and 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, behavioral and social-emotional instruction and support
- 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 implementation options or discussing whether to proceed with installation of 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 implementation options or discussing whether to proceed with installation of 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 (e.g., police, parks and recreation, mental health providers, child welfare agencies, local businesses) with whom we connect to help address identified school 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 implementation options or discussing whether to proceed with installation of 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.

We have a clear procedure available for community members to request the use of school resources and to serve as volunteers.

Our school trains volunteers and provides a volunteer handbook.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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 responded to 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 and/or support for 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 implementation options or discussing whether to proceed with installation of 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
- Needs 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 implementation options or discussing whether to proceed with installation of 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 involved 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 implementation options or discussing whether to proceed with installation of 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 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 soliciting input and providing feedback.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring implementation options or discussing whether to proceed with installation of 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 selecting research-based practices
- District reports