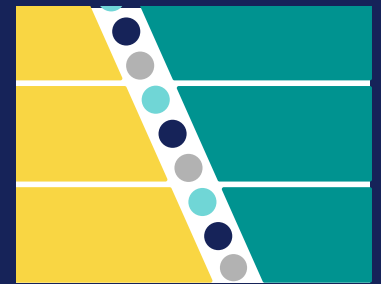




Schoolwide Integrated Framework for Transformation

**FIDELITY**  
**INTEGRITY**  
**ASSESSMENT**



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*Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment, Version 3.0.*

## **Purpose of SWIFT-FIA**

SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self assessment used by School Leadership Teams to examine their current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully supporting all students who live in the school community. School teams can determine areas of strength and areas of growth. These valuable team conversations will propel school transformative efforts and support sustainability. The collaborative nature of the SWIFT-FIA ensures that diverse voices are honored, as multiple perspectives are made present during the assessment.

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 the Equity-based MTSS framework, 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. The facilitator can be either an internal person to the school (including a member of the leadership team), or an external person (e.g., district leader, coach) who is well-versed in the Equity-based MTSS framework. This facilitator clearly understands the Equity-based MTSS framework and can articulate what it looks like when schools implement each Equity-based MTSS feature. The individual facilitating 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 implementation progress.

### **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. It is recommended that a School Leadership Team 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 Schoolwide Implementation). The facilitator should note item components that are in place following team discussions. Team members should schedule 90–120 minutes for the first administration and at least 60 minutes for subsequent progress monitoring administrations. Over time, teams can expect to become more efficient and focus on changes that result from implementation efforts.

# Equity-based MTSS Domains, Features, and Items

Domain	Feature	Item
Administrative Leadership	Strong & Engaged Site Leadership	Valued Leadership
		Empowered Decision Making
	Strong Educator Support System	Educator Coaching & Learning
		Personnel Evaluation
 <b>Integrated Instructional System</b>	Conditions for Teaching & Learning	Teaming for Integrated Instruction
		Integrated Instructional Strategies
	Academic	Academic Tiered System of Support
		Academic Data-informed Decision Making
	Behavior	Behavior Tiered System of Support
		Behavior Data-informed Decision Making
	Social Emotional & Mental Health	SEL/MH Tiered System of Support
		SEL/MH Data-informed Decision Making
Organizational Design & Culture	Fully Integrated Structure	Universal Instruction for All
		Non-categorical Service Delivery
	Strong & Positive School Culture	Full Access for All Students
		Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	Family Engagement Opportunities
		Partnerships with Families
	Trusting Community Partnerships	Community Collaboration
		Community Benefits
Policy & 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. Each corresponding number represents a Stage of Implementation and is determined by the number of components in place.

0 = Laying the Foundation: Our school does not have the components of this item in place 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.

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.

**The SWIFT-FIA facilitator should note which components are in place following team discussion and their review of evidence.**

## 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 pages 4–7 for examples of how you can display SWIFT-FIA results. 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 Equity-based MTSS framework.

# SWIFT Fidelity Integrity Assessment

Date of Completion:

Participants:

Facilitator:

Domains	Features	Items/Improvement Areas	Item Scores	
Administrative Leadership	Strong & Engaged Site Leadership	Valued Leadership	/3	%
		Empowered Decision Making	/3	%
	Strong Educator Support System	Educator Coaching & Learning	/3	%
		Personnel Evaluation	/3	%
Integrated Instructional System	Conditions for Teaching & Learning	Teaming for Integrated Instruction	/3	%
		Integrated Instructional Strategies	/3	%
	Academic	Academic Tiered System of Support	/3	%
		Academic Data-informed Decision Making	/3	%
	Behavior	Behavior Tiered System of Support	/3	%
		Behavior Data-informed Decision Making	/3	%
	Social Emotional & Mental Health	SEL & MH Tiered System of Support	/3	%
		SEL & MH Data-informed Decision Making	/3	%
Organizational Design & Culture	Fully Integrated Structure	Universal Instruction for All	/3	%
		Non-categorical Service Delivery	/3	%
	Strong & Positive School Culture	Full Access for All Students	/3	%
		Shared Responsibility	/3	%
Family & Community Engagement	Trusting Family Partnerships	Family Engagement Opportunities	/3	%
		Partnerships with Families	/3	%
	Trusting Community Partnerships	Community Collaboration	/3	%
		Community Benefits	/3	%
Policy & 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 Research-based Practices	/3	%
SWIFT-FIA Average			__/72 (%)	

# SWIFT-FIA Scoring Example

SWIFT-FIA results can be graphically displayed in several ways to make sense of your school's implementation efforts and focus your priorities.

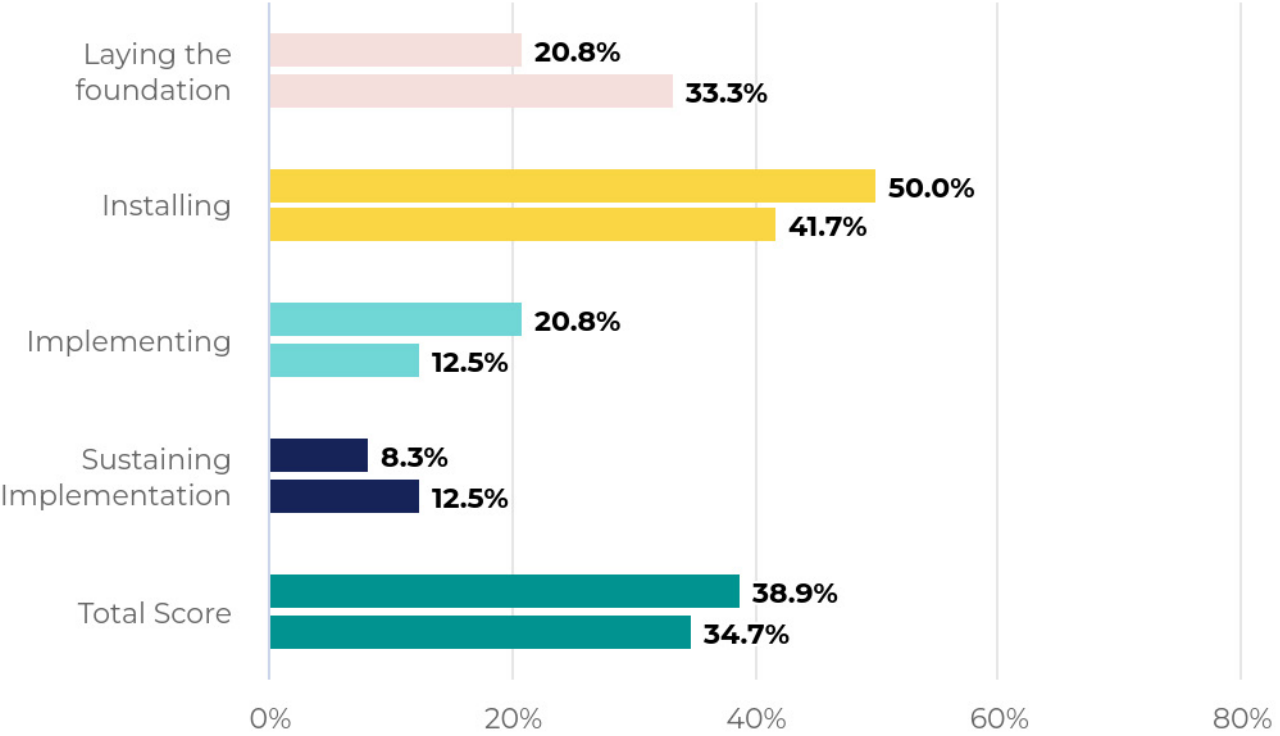
## Overall change over time

The following graph displays overall SWIFT-FIA scores over time according to stages of implementation, as well as how the total score has changed. This type of display helps your school track whether overall implementation efforts are moving toward sustainable implementation.

## PROPORTION OF ITEMS BY SCORE

Hover over dates below to see the FIA results for a specific date

04/16/24 07/02/24



# Items by stage of implementation

This display shows which items fall under each implementation stage for a single administration of the SWIFT-FIA. This type of display helps you understand which SWIFT-FIA items are at each stage of implementation so you can focus your priorities.

## ITEMS BY IMPLEMENTATION STAGE

Showing Survey on **07/02/24**



STAGE

ITEMS

### Laying the Foundation

1.2 Empowered Decision Making

2.2 Personnel Evaluation

4.2 Academic Data-informed Decision Making

5.2 Behavior Data-informed Decision Making

7.1 Universal Instruction for All

7.2 Non-Categorical Service Delivery

9.1 Family Engagement Opportunities

11.2 LEA (District) Addresses Barriers

### Installing

1.1 Valued Leadership

3.1 Teaming for Integrated Instruction

4.1 Academic Tiered System of Support

5.1 Behavior Tiered System of Support

6.1 SEL/MH Tiered System of Support

8.2 Shared Responsibility

9.2 Partnerships with Families

10.2 Community Benefits

11.1 LEA (District) Support

12.2 LEA (District) Process for Research-based Practices

### Implementing

8.1 Full Access for All Students

10.1 Community Collaboration

12.1 LEA (District) Links Initiatives

### Sustaining Implementation

2.1 Education Coaching and Learning

3.2 Integrated Instructional Practices

6.2 SEL/MH Data-informed Decision Making



# Percentage of components for each feature

This display shows the percentage of components checkboxes marked under items for each feature for a single administration of the SWIFT-FIA. This type of display can help you identify action items to move implementation efforts forward for a particular feature.

## COMPONENTS SCORE

Showing Survey on **04/16/24** < >

### Administrative Leadership

Strong and Engaged Site Leadership	50.00%
Strong Educator Support System	42.86%

### Integrated Instructional System

Conditions for Teaching and Learning-	11.11%
Academic-	50.00%
Behavior-	37.50%
Social Emotional Learning & Mental Health-	9.09%

### Organizational Design & Culture

Fully Integrated Structure	71.43%
Strong and Positive School Culture-	60.00%

### Family & Community Engagement

Trusting Family Partnerships	12.50%
Trusting Community Partnerships	66.67%

### Policy & Practice

LEA (District) Policy Framework	40.00%
Strong LEA (District)/School Relationship	11.11%

**Total Percentage of Components**

**35%**

## Item 1.1 Valued Leadership

Our school has a Leadership Team that continuously uses data to improve teaching and learning for Equity-based MTSS implementation.

### Components include:

School Leadership Team meets monthly with dedicated time to attend to the implementation of Equity-based MTSS.

School Leadership Team creates and monitors the plan for Equity-based MTSS implementation.

School Leadership Team uses data to continuously improve the effectiveness of teaching and learning. This involves reviewing data frequently across grade levels or departments and addressing disproportionate outcomes by monitoring aggregate data of student groups (e.g., specific population such as students with IEPs, students with economic disadvantages).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Leadership Team meeting minutes
- Team agendas showing the vision
- 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.

Administrator(s) delegate authority to other school teams to make decisions related to their primary functions.

Families/students contribute to core school decisions (e.g., determining and/or implementing school priorities, such as creation of school calendar).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Communication protocols
- School Leadership Team meeting minutes or other similar documents
- Written procedures for key school teams
- School calendar that includes events (e.g., family nights, coffee with the principal)

## Item 2.1 Education Coaching and Learning

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

### Components include:

All educators, including those who are new to our school or profession, receive instructional coaching on an ongoing basis as indicated by data or at the educator's request.

Coaching at our school includes modeling, demonstration, support, and feedback in the classroom.

Our school provides professional learning to all staff.

Critical perspectives/voices provide input for professional learning content.

Coaching support is provided for teachers and student services professionals and intentionally integrates instructional content and strategy across academic, behavior, and SEL/MH.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Professional learning log and needs assessment
- Record of coaching time available to the school
- Coaching agendas demonstrating integration of content areas

## 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 the identification of strengths and specific areas of improvement, and the feedback from the evaluation is supportive.

The evaluation procedure includes input from a variety of sources (e.g., observations, interviews, student-perceived student/teacher connectedness, and student performance data).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### 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 Teaming for Integrated Instruction

Our schools' teaming structure strengthens and integrates supports across content, grades, and tiers.

#### Components include:

Teams exist to strengthen Universal instruction within a grade level or core subject area.

When Additional or Intensified support is warranted, teams match the support to student skill and determine adjustments to supports as needed.

Teams integrate supports across academic, behavior, and social-emotional/mental health.

Grade-level and/or content educators collaborate with specialized educators to determine supports, monitor progress and make adjustments.

### Stage of Implementation

#### 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.

#### Installing

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

#### Implementing

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

#### Sustaining Schoolwide

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

### Notes

#### How Do We Know?

- Calendar of team meetings
- Grade level, PLC, department, and/or instructional support team meeting agendas or notes
- Data sources used by teams

### Item 3.2 Integrated Instructional Practices

Our school personnel use instructional practices to support all students in the general education curriculum and coursework.

#### Components include:

Teachers engage in instructional planning to support all students (e.g., application of principles of Universal Design for Learning (UDL), differentiated instruction, flexible grouping).

School engages in flexible arrangements to support students through a practice of collaborative teaching.

Collaborative learning (e.g., peer-assisted learning) is a documented expectation in our school.

Culturally sustaining and appropriate practices and materials that represent the student population are well recognized by all school staff.

Instructional practices embed essential skills (e.g., critical thinking, creativity, innovation, problem solving, entrepreneurship) necessary for post-high school success.

### Stage of Implementation

#### 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.

#### Installing

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

#### Implementing

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

#### 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
- Classroom walkthroughs demonstrating how students engage with content through dialogue to co-construct knowledge
- Process that allows for students to inform and have choices in lesson goals, instructional methods, and measurement of knowledge
- College and Career Readiness curriculum or related documents
- Examples of materials produced by historically marginalized populations (e.g., women, people of color, and people with disabilities) as part of the curriculum
- Schoolwide schedule indicating collaborative teaching/planning
- Lesson planning documents indicating the implementation of practices (e.g., UDL, differentiation, peer-assisted learning, and/or integration of academic and behavior/SEL/ Mental Health content)
- Staff meeting agendas referencing noted instructional strategies

## Item 4.1 Academic Tiered System of Support

Our school has an integrated tiered system that starts with strong Universal instruction to promote academic success for all students and responds with Additional and/or Intensified support for students, when warranted.

### Components include:

Universal Instruction for ELA and Math are clearly articulated within and across grade levels, inclusive of what, how, who and when.

A continuum of Additional instruction and support for literacy and numeracy exist and are matched to skill and intensity.

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

Intensifying instruction includes an individualized process to intensify Universal and/or Additional support.

All tiers of instruction and support:

- are grounded in research
- are delivered by skilled, trained educators
- are monitored for fidelity of implementation and overall effectiveness.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Grade-level, PLC, and/or instructional support team agendas
- Walkthrough tools or site-level instruction coaching documents for Universal (Tier I) fidelity, Universal (Tier I) literacy and numeracy curricula, and associated materials
- Tiered Instruction Matrix
- Additional and Intensified (Tier II & III) instruction and support guidelines for student access to and exit from instruction and support, including instructional fidelity records and guidelines



## Item 4.2 Academic Data-informed Decision Making

Our school determines academic instruction and support based on multiple sources of data.

### Components include:

Universal screening is in place for both literacy and numeracy and is conducted multiple times per year.

Progress monitoring data are gathered to assess student progress and make adjustments accordingly.

Educators use data regularly and consistently to:

- strengthen Universal instruction and support
- identify students who need more or less intensive supports with clearly defined decision criteria
- provide appropriate instruction and support matched to student need
- understand whether instruction and support are implemented as planned, and
- address disproportionate outcomes

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Team meeting agenda/minutes
- Universal screening and progress monitoring data
- Decision criteria
- Tiered Instruction Matrix

## Item 5.1 Behavior Tiered System of Support

Our school has an integrated tiered system that starts with strong Universal instruction to promote safe environments, authentic relationships and behavior success for all students, responding with Additional and/or Intensified support for students when warranted.

### Components include:

Universal Behavior Instruction is clearly articulated within and across environments including what, how, who and when.

A continuum of Additional behavior instruction and support is available to match behavioral skill and intensity.

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

Intensifying instruction includes an individualized process to develop behavior support plans that use assessment results (FBAs and academic outcomes, as well as families/students' input).

All tiers of instruction and support:

- are grounded in research
- are delivered by skilled, trained educators
- are monitored for fidelity of implementation and overall effectiveness.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Examples of a curriculum or framework that improves student engagement, supporting nurturing of safe environments, and/or development of authentic relationships
- Tiered Instruction Matrix with proactive school wide behavior supports/practices
- Examples of the following:
  - Lesson plans, student syllabus, or other artifacts noting intentional behavior instruction planning
  - Schoolwide practices, including relationship building, classroom agreements, community building, class meetings
  - Restorative practices that include problem solving processes, taking responsibility, repairing harm, or re-entry process
  - Agendas demonstrating team planning focused on strengthening behavior instruction and support

## Item 5.2 Behavior Data-informed Decision Making

Our school determines behavior instruction and support based on multiple sources of data.

### Components include:

Universal screening is in place and conducted multiple times per year.

Progress monitoring data are gathered to assess student progress and make adjustments accordingly.

Educators use data regularly and consistently collected to:

- strengthen Universal instruction and support
- identify students who need more or less intensive supports
- provide appropriate instruction and support matched to student needs
- understand whether instruction and support are implemented as planned, and
- address disproportionate outcomes

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Universal Screening and progress monitoring data
- Assessment of disproportionalities in student data
- Fidelity data documenting implementation of tiered behavior instruction
- Grade level/PLC or instructional support team meeting minutes
- Decision making process for behavior instruction supports and/or Tiered Instruction Matrix
- Implementation of a problem-solving model such as TIPs

## Item 6.1 SEL/MH Tiered System of Support

Our school has an integrated tiered system for social-emotional learning and/or mental health, to enhance teaching and learning, providing Additional and/or Intensified support when warranted.

### Components include:

Universal SEL and/or MH instruction is clearly articulated within and across grade levels, including what, how, who and when.

A continuum of Additional supports are available to match skill and intensity to SEL/MH.

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

Intensifying instruction includes an individualized process to intensify Universal and/or Additional support.

All tiers of instruction and support:

- are grounded in research
- are delivered by skilled, trained educators
- are monitored for fidelity of implementation and overall effectiveness of the instruction and support.

Youth leaders and educators design and promote school-based mental health services that proactively destigmatize access to mental health.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Tiered Instruction Matrix describing SEL/MH instruction or support
- Continuum or menu of SEL instruction that matches SEL skill to instruction
- Professional Learning Calendar
- Examples of the following:
  - Embedded trauma informed care practices
  - Staff collaboration agendas or lesson plans or instructional planning for integration of SEL into academics
  - SEL and/or MH scope or sequence
  - Classroom walkthroughs embedding SEL
  - Information created to reduce access to mental health services
  - Evidence of schoolwide mental health campaigns
  - Agenda planning demonstrating youth leadership in SEL & MH schoolwide initiatives

## Item 6.2 SEL/MH Data-informed Decision Making

Our school identifies and prioritizes the implementation of social-emotional learning or mental health instruction and support based on multiple sources of data.

### Components include:

Universal screening is in place to assess SEL or MH skills and is conducted multiple times per year.

Progress monitoring data are gathered to assess student progress and make adjustments accordingly.

Educators use data regularly and consistently collected to:

- strengthen Universal instruction and support
- identify students who need more or less intensive supports
- provide appropriate instruction and support matched to student needs
- understand whether instruction and support are implemented as planned, and
- address disproportionate outcomes.

Youth leaders and educators meet on an ongoing basis to review schoolwide SEL or MH efforts and assess their effectiveness, in relation to youth's lived experiences.

Coordination/alignment of school based mental health efforts to maximize provision of high quality MH services on campus, off site, and with community organizations.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Perception surveys measuring quality of trusting relationships
- Universal screener for SEL or MH
- Progress monitoring schedule, agendas, minutes, or process
- Data on SEL or MH disproportionalities and evidence of addressing them
- Agendas from meeting with students (e.g., collaboration through Student Council, GSAs, Student Ambassadors, etc.)
- Examples of agendas that support coordination of high quality school-based mental health coordination that include:
  - Identification of MH concerns
  - Addressing services in timely manner
  - Ongoing identification of caseloads
  - Referral process clarity
  - Ongoing communication structures

## Item 7.1 Universal Instruction for All

All students in our school participate in Universal instruction with their grade-level peers.

### **Components include:**

Educators foster dynamic and engaging learning environments that allow every student to access and meaningfully participate in challenging learning.

All students' primary placement is a general education classroom.

All students, regardless of the services they receive (e.g., 504 plans, IEP services, or English Language supports), participate in Universal academic, behavior, and social-emotional learning instruction with their grade-level peers.

Paraeducators support all students in a general education classroom.

## Stage of Implementation

### **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.

### **Installing**

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

### **Implementing**

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

### **Sustaining Schoolwide**

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

## Notes

### **How Do We Know?**

- Schoolwide schedule
- Classroom agreements and/or instructional examples demonstrating students being encouraged to lead their learning
- Sample schedules for students taking alternative tests
- Specialized educator and paraeducator schedules
- Classroom rosters
- District/Site policies
- Process for training and professional learning to increase staff capacity to instruct all students in alignment with general education curriculum within general education settings

## Item 7.2 Non-Categorical Service Delivery

Our school embraces a non-categorical service delivery model that supports diverse student needs. This model addresses needs of student groups that have been historically disenfranchised.

### Components include:

Educators and staff understand the importance of supporting students regardless of labels.

Educators and staff intentionally use language and create physical spaces that are accessible to all students without labels or restrictions.

School practices are centered in increasing the capacity of staff 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., specialized educator, IEP) educators and other staff work with all students (e.g., specialized educators also work with students without IEPs).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Documents regarding noncategorical service delivery
- Materials sent home, provided to students, and posted in the school
- Tiered Instruction Matrix
- Examples of Professional Learning about co-planning or co-teaching
- Data routine cycles or activities

## Item 8.1 Full Access for All Students

All students in our school, including those with exceptional needs (e.g., IEPs, 504 plans), have equal access to extracurricular learning activities with appropriate support.

### Components include:

Extracurricular and other learning opportunities, both in and out of school, are available to all students.

School provides support for students (e.g., transportation, accommodations, supplementary aids) who wish to participate in extracurricular and other learning opportunities as needed.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Policy to support diverse needs of students
- Materials sent home, provided to students, and posted in the school
- Reports from educators and families of students with exceptional needs



## Item 8.2 Shared Responsibility

All school personnel in instructional and other roles share responsibility to educate all students in our school.

### Components include:

Adults are aware of the prevalence and impact of childhood trauma, and actively work to foster a positive school community that enhances student-adult engagement, learning, belonging, and a sense of trust.

All adults in our school are actively involved in social-emotional learning, mental health, behavior, 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 (e.g., job description or school/district handbook).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Educator job descriptions
- Policy for educator responsibilities
- Team agendas providing evidence of active engagement of students in dialogue to shape classroom practices or overall school environment
- Professional learning agendas/ content to build a positive school culture and climate
- Staff, student and/or family handbook

## Item 9.1 Family Engagement Opportunities

Our school provides families and students with opportunities and resources to meaningfully engage and participate in school decisions.

### Components include:

Families/caregivers/student leaders serve on at least one committee or team that can make decisions about school governance.

School systematically solicits input from students, families, and caregivers.

Family/caregiver/student input is incorporated into school governance decisions.

School has systematic procedures for providing information to families/caregivers/ students about:

- School-level systems and practices regarding academic, behavioral, and social-emotional and mental health instruction and support
- Student progress data
- Schoolwide initiatives or committee updates pertinent to the broader school community (e.g., revisions being made to school policy on AI, progress toward identified school priorities)
- Results of surveys or evaluative processes (e.g., school climate survey, SWIFT-FIT/FIA)

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### 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/caregivers/students
- Survey results or other documents to solicit feedback from families/caregivers/students

## Item 9.2 Partnerships with Families

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

### Components include:

School gathers data at least one time per year from youth, educators, families, and caregivers to measure the quality of trusting relationships (sense of belonging, school climate, perceptions of safety, youth wellness).

School seeks to understand and affirm student and family/caregiver identities (e.g., diverse celebrations, visuals, library collections, proactive planning for participation at events).

School creates multiple ways for families/caregivers to be engaged with their school (e.g., in person/virtual/not in person, committee memberships, focus groups, sharing expertise).

Materials, notices, and other school communication are available in multiple languages, braille, or audio versions as required.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Family survey result summary
- Leadership team meeting minutes
- School communication materials in multiple languages and methods
- Methods or system to systematically monitor the quality of instructional partnerships between families/caregivers and educators
- Examples of collaboration with families and student leaders to guide implementation of school climate efforts

## Item 10.1 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:

School staff conduct community asset mapping to identify valuable partnerships that can enhance student, family, caregiver, and staff well-being, development, and strengths.

School has community partners (e.g., parks and recreation, mental health providers, child welfare agencies, social services, local businesses) with whom we connect to help support identified school, student, family, and staff needs through the provision of resources and services.

School annually reviews the impact of our community partnerships over time to understand their benefit on services provided to students, families/caregivers, and/or staff.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- Procedure for reviewing overall effectiveness of community partnerships
- Summary of data indicating effectiveness of community partnership
- Procedure for identifying needs of students and families/caregivers to connect community resources

## Item 10.2 Community Benefits

Our staff nurtures school-community partnerships that benefit the school and surrounding communities.

### Components include:

Staff actively seek to understand the strengths and needs of our surrounding school community.

Staff engage with surrounding school community leaders and organizations to explore potential benefits of nurturing ongoing partnerships.

Collaborations with community organizations are mutually beneficial, bringing resources to our school and offering services, as available, to community members (e.g., school space, community pantries, donations, and technology).

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- School space and resource availability for community use
- School/district policies to foster community partnerships
- Calendar demonstrating community collaboration and organization of community efforts
- Community meeting agendas
- Process for gathering community input or process to engage with community members

## Item 11.1 LEA (District) Support

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

### Components include:

District has a team to support school and district implementation of Equity-based MTSS.

School Leadership Team contributes to LEA's efforts in improving Equity-based MTSS.

District is responsive to requests for instructional support (e.g., training, coaching, resources) within 3 months.

District uses multiple sources of data to inform priorities for professional learning (e.g., student outcomes, fidelity of implementation, surveys).

District is actively engaged in community development and education to secure resources and/or support for school transformation activities.

District formally and regularly (e.g., every six months) reports capacity data, fidelity of implementation, and student outcomes to the school board, including possible disproportionate outcomes.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### Sustaining Schoolwide

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

## Notes

### How Do We Know?

- District reports and/or meeting agendas
- Needs assessment results
- Sample professional learning logs
- School board meeting minutes
- Regularly reporting sStudent outcome data including summaries on disproportionate outcomes may include:
  - GPA/ achievement scores, standardized tests, student attendance, discipline, suspension/expulsion rates, school climate & culture data

## Item 11.2 LEA (District) Addresses Barriers

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

### Components include:

District has a clear, documented process to identify and address barriers to implementation activities toward achieving Equity-based MTSS for all students.

District works to implement, sustain, revise, and evaluate school progress toward established Equity-based MTSS goals.

School leadership is involved and informed about the process of addressing barriers and the progress toward Equity-based MTSS goals through the continuous improvement process.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### 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
- Agendas that demonstrate school's planning to address barriers to Equity-based MTSS implementation
- Ongoing collaborative meetings at district, site, or grade level/content area
- Teaming structures or examples that help address implementation barriers

## Item 12.1 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:

District has a formal process for each of the following:

- assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration
- review and revise policies
- School Leadership Team representative(s) are involved in both of these processes.

A clear, formalized, long-term plan to sustain Equity-based MTSS in all schools in the district with adequate resources and a network of school leaders to share information.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### 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 linking of initiatives at the district, school, and grade-level
- Documented long-term plan to sustain Equity-based-MTSS
- Reports or pathways to share successful examples



## Item 12.2 LEA (District) Process for Research-based Practices

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

### Components include:

District has a clear policy and process for selecting research-based practices.

The selection process involves soliciting input from school administrators and providing feedback.

District includes school leadership in the continuous improvement process and data analysis to strengthen instructional practices.

## Stage of Implementation

### 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.

### Installing

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

### Implementing

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

### 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
- Summary of data analysis and decisions based on the analysis