Behavior Support Process for Teachers

Step 1:
- Read this summary on how to reduce behavior problems

Step 2:
- Take Data on the Student's problem behavior using this form, or one that works for you! Try to notice patterns. More observations needed? Ask MTSS!

Step 3:
- Conduct Reinforcement Interview with student and parent, and here's another option

Step 4:
- Choose one of the reward systems hyperlinked below and use reward ideas from Step 3, or make your own! What works best is something you select!

  short break
  Stars
  stamps on a chart
  First Then Chart
  Classroom DoJo
  Smiley Face Chart
  Recess Check-in/Check out
  Google Forms
  Check-in Check-Out Procedures
  Transition Goal Chart

*Reminder about reward systems: Always start with positives! For example, ClassDoJo should start with Positive Points only - no reminders/warnings. They can be added once student meets his/her goals consistently.

Step 5:
- Summarize your positive behavior plan here in collaboration with MTSS or SSS staff and parents!

Step 6:
• Take data on same form for 8-10 weeks after start of positive behavior plan; review with team to see if intervention was effective or rewards/plan needs to be changed.
<table>
<thead>
<tr>
<th>School/Grades</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
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</table>
MTSS Pyramid - Google Drawings

MTSS Support Form

Tier 3
Intensive
(0-5%)

Intensive
Individual Interventions
Academic or behavioral individual interventions that make use of high-intensity procedures.

Strategic Interventions
MTSS proposes targeted group interventions for some students based on assessment data. The interventions are designed to be rapid and highly effective and aligned to classroom instruction.

Universal Intervention
MTSS begins with preventive, proactive interventions in all subjects and for all students.

Universal Intervention
UDL, Responsive Classroom, etc..

Tier 2
Strategic
(10-15%)

Tier 1
Universal
(80-90%)

Academic
Social-Emotional

https://docs.google.com/drawings/d/14V3Ctk4EAVwJw9xzXK8J1XxJwbN98X3b7BCaAYc9eULY/edit?usp=sharing
MTSS Student Discussion Protocol

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Discussion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name:</td>
<td></td>
</tr>
<tr>
<td>Case Manager:</td>
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</tbody>
</table>

**Designated Supports:** (Highlight those that team decides are a good fit for the student)

<table>
<thead>
<tr>
<th>Support</th>
<th></th>
<th>Support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Color contrast</td>
<td>Masking</td>
<td>Text to speech (directions only)</td>
<td></td>
</tr>
<tr>
<td>Bilingual dictionary</td>
<td>Color overlay</td>
<td>Magnification</td>
<td></td>
</tr>
<tr>
<td>Noise buffers</td>
<td>Read aloud (directions only)</td>
<td>Scribe</td>
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<tr>
<td>Separate setting</td>
<td>Simplified test directions</td>
<td>Translated test directions</td>
<td></td>
</tr>
</tbody>
</table>

**Define the Problem**

Based off data, what behavioral or academic challenge is this student having?

Why is this problem occurring?

*Adapted from the RTI Problem Solving Systems Approach*
## Intervention and Action Plan

<table>
<thead>
<tr>
<th>Intervention/Accommodation</th>
<th>Who</th>
<th>Time Frame</th>
<th>Goal</th>
<th>Outcome</th>
<th>Continue Intervention?</th>
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</thead>
<tbody>
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</table>

## Data Collection

## Exit Plan

- Refer to SST process
- Student now has a 504 plan
- Student now has an IEP plan
- Student has made progress, exit from MTSS process
January 5, 2018

TO: Region 9 Leaders

FROM: Mary Gomes, Academy Executive

SUBJECT: 2018-19 Region 9 Academy Survey Results

Thank you very much for your time and support to administer the 2018-19 ACSA Academy Survey! These results are intended to assist:

1. The Region in determining if/how local professional learning needs may be addressed through –
   a. the ACSA Academy Program
   b. other local PD offerings and strategies

2. ACSA in balancing regional academy priorities with considerations for the statewide distribution of academies.

Survey Results
1. A snapshot of your Region’s results indicate that:
   - 31 respondents completed the survey from 5 counties and indicated an aggregate of 90 requests for academies
   - The most highly requested academy is
     - 21 responses – Supporting and Sustaining Continuous Improvement (30 hours, 3 weekends)

2. A spreadsheet with your Region’s survey results is available at Region 9 2018-19 Academy Survey Results and contains the following information:
   - First Name, Last Name
   - Current School District or Agency
   - County
   - Current Position
   - 2 highest self-reported professional learning priorities
   - Academy priorities
# Summary of Assessments

**Student Name:** 

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date:</th>
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<tr>
<td><strong>BPST</strong></td>
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<td>Phonics</td>
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<td><strong>Running Record</strong></td>
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<td>Reading Level</td>
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<td><strong>100% Words</strong></td>
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<td>Spelling Words</td>
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<td><strong>Sight Words</strong></td>
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<td>Reading Words</td>
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<td><strong>CORE Phonics</strong></td>
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<td>Fluency</td>
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<td><strong>San Diego Quick</strong></td>
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<td><strong>NWEA Reading</strong></td>
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<td><strong>NWEA Language</strong></td>
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<td><strong>NWEA Math</strong></td>
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</table>
Aligning Systems within a Multi-Tiered System of Supports (MTSS) Framework

Prevention for All

Kevin Schaefer
Director of Program Support
El Dorado County/Charter SELPAs

Christina Eick
Director, Student Support Services
Westlake Charter School
Presentation Objectives

- Participants will be able to identify the critical components of systems alignment with a focus on MTSS.

- Participants will gain a cursory understanding of the basic tenets of continuous improvement strategies and the five Active Implementation Frameworks.

- Participants will be provided access to resources by which they will increase their knowledge of MTSS and collectively plan next steps including the Hexagon Tool and MTSS Self-Assessment Survey.
All students deserve a world class education.

Educational equity is the civil rights issue of our generation.

- US Department of Education

*Ethnicity*

*Different*

*Economic Status*

*Age*

*Sexual Orientation*

*Language*

*Race*

*National Origin*

*Zip Code*

*Sex/Gender*
“Students cannot benefit from education practices they do not experience.”
"Enlightened trial and error succeeds over the planning of the lone genius."
Imagine a world in which trust and loyalty are the rule rather than the exception.

https://www.startwithwhy.com/
Why We Teach...
Why We Lead...
What is your “Why”?
"Our children and youth deserve no less."

Ensuring that students achieve their highest potential is a challenging and multifaceted endeavor, but it is one that can be accomplished by knowledgeable, skillful, and dedicated teams of educators who work closely with families and equally dedicated communities.

– CDE ELA/ELD Framework
"Creating meaningful change is complex and challenging."
### The Change Matrix

<table>
<thead>
<tr>
<th>Change</th>
<th>Sabotage</th>
<th>Confusion</th>
<th>Anxiety</th>
<th>Anger</th>
<th>Sporadic Change</th>
<th>False Starts</th>
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<tbody>
<tr>
<td>Payoff</td>
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<td>Resources</td>
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<td>Trust</td>
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**Managing Complex Change**
Effective Interventions × Effective Implementation × Enabling Contexts = Educationally Significant Outcomes

http://sisep.fpg.unc.edu/
### Five Implementation Frameworks

<table>
<thead>
<tr>
<th>Improvement Teams</th>
<th>Implementation Stages</th>
<th>Innovation</th>
<th>Drivers</th>
<th>Continuous Improvement Cycles</th>
</tr>
</thead>
</table>

"Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions."

Improvement Teams

From "Letting it Happen" To "Making it Happen"

14% Improvement in Intervention Outcomes

80% 3 Years

No Implementation Team
Implementation Team

Source: Breaux, Bobo, & Wall, 2001
Greer & Sellner, 2005
Improvement Teams

- In order to increase support for the initiative, improvement teams should include a variety of stakeholder perspectives and areas of expertise.

- Parents and community members can be valuable participants on improvement teams as they bring additional context and viewpoints.

- The improvement team should include members from both special education and general education perspectives.
Exploration Stage

- Create readiness for change
- Changing hearts and minds
- Examine degree to which the proposed strategies and practices meet the needs of our State and our students
- Determine whether adoption and implementation are desirable and feasible

"Pay now or pay later."
Installation Stage

Exploration

Present Situation
Hunches, Theories, and Ideas

Installation

APSD

Initial Implementation

APSD

Full Implementation

APSD

Desired Situation
Changes that Result in Improvement

CLOSING THE GAP
After a decision is made to begin implementing an evidence-based practice or program, there are tasks that need to be accomplished before the first consumer is seen. These activities define the Installation Stage.

Structural supports (drivers) necessary to initiate the program are put in place. These include ensuring the availability of funding streams, human resource strategies, and policy development as well as creating referral mechanisms, reporting frameworks, and outcome expectations.
Installation Stage

- Developing communication pathways
- Ensuring financial and human resources are in place
- Finding physical space
- Purchasing equipment and technology
- Developing practitioner competency
Initial Implementation Stage

Exploration

Installation

Initial Implementation

Full Implementation

Desired Situation
Changes that Result in Improvement

Present Situation
Hunches, Theories, and Ideas

CLOSING THE GAP
During the initial stage of implementation the compelling forces of fear of change, inertia, and investment in the status quo combine with the inherently difficult and complex work of implementing something new. And, all of this occurs at a time when the program is struggling to begin and when confidence in the decision to adopt the program is being tested. Attempts to implement new practices effectively may end at this point, overwhelmed by the proximal and distal influences on practice and management (e.g., Macallair & Males, 2004).
• Get started, then get better!
• Learn from mistakes.
• Celebrate progress.
• Continue “buy-in” efforts.
• Make systemic changes.
• Manage expectations.
• All the components of the program or innovation are in place and the implementation supports begin to function.
Full Implementation Stage

Desired Situation Changes that Result in Improvement

Closing the Gap

Present Situation
Hunches, Theories, and Ideas

Exploration

Installation

Initial Implementation

Full Implementation

A P S D

A P S D

A P S D

A P S D
GOALS

- Maintaining and improving skills and activities throughout the system
- Components integrated, fully functioning
- Skillful practices by front line staff, supervisors, administrators
- Changes in policy that are reflected in practice at all levels
- Ready to be evaluated for expected outcomes
"The only thing worse than failing and not knowing why you failed, is succeeding and not knowing why you succeeded."

- Jane Timmons-Mitchell
Usable Innovation

Innovation

Exploration

APSD

Present Situation
Hunches, Theories, and Ideas

Installation

APSD

Initial Implementation

APSD

Full Implementation

APSD

Desired Situation
Changes that Result in Improvement

CLOSING THE GAP
The Hexagon Tool

EXPLORE THE CONTEXT

The Hexagon Tool can be used as a planning tool to evaluate evidence-based implementation of a variety of strategies.

See the Active Implementation Hub for more resources.

THE HEXAGON TOOL

Discussion Capture Questions
Continuous Improvement Cycles

Full Implementation

Initial Implementation

Installation

Exploration

Desired Situation Changes that Result in Improvement

Closing the GAP

2-4 Years

Present Situation

Hunches, Theories, and Ideas

PLAN
DO
STUDY
ACT
The process is now used widely in human services (Varkey, et al, 2007; Daniels & Sandler, 2008; IHI, 2010). The PDSA Cycle is used for making small incremental improvements as well as for significant ‘breakthroughs’ in performance. The process can be used to make a small test of change, help define and refine new innovations and ways of work, be applied to scale-up efforts, and can be used to better align policies and guidelines to support new ways of work.
This cycle ensures improvement teams develop and implement coherent systems that:

- Provide ongoing review and assessment
- Focus on plans to improve overall performance
- Promote equity for all student groups
- Implement actions and services that address targeted areas of need
- Evaluate improvement efforts to inform next steps
Implementation Drivers

Full Implementation

Desired Situation Changes that Result in Improvement

Drivers

Closing the Gap

Present Situation

Hunches, Theories, and Ideas

Exploration

Installation

Initial Implementation

APSD

APSD

APSD

APSD
Implementation Drivers

Implementation Drivers are the engine of change (Fixsen et al., 2005). As with the Stages, Drivers are dynamic and interact in interesting ways to produce consistent uses of innovations and reliable outcomes for students and others.

Implementation Drivers are key components of capacity and infrastructure that influence a program's success. They are the core components needed to initiate and support classroom, building, and district level change.
MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social emotional success.
MTSS **aligns** resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction.

MTSS framework is an **educational systems change** paradigm continuously focused on overall school improvement that is sustainable.
MTSS also includes a focus on intervention but has a **stronger goal of prevention** than perhaps RTI\(^2\) does. MTSS is more likely to produce professional development that is aligned across school and district settings.

MTSS benefits from **continued support for teachers** in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction.
Essential Concepts

CA MTSS:
- Articulated and comprehensive system for addressing academic, behavioral, social emotional needs for ALL students.
- Well designed integrated systems for addressing the whole child.

Shared Focus On:
- Prevention
- Teaming Structures
- Data-Based Decision Making
- Evidence-Based Practices
- Continuum of Supports
- Problem-Solving Process

CA RtI:
- Most commonly associated with addressing academic needs.
- May have had a focus on students with, or suspected of having a specific learning disability.

www.swiftschools.org
MTSS Supported by Domains

- Multi-Tiered System of Support
- Administrative Leadership
- Integrated Educational Framework
- Family & Community Engagement
- Inclusive Policy Structure and Practice
Year 1

- Create MTSS Team
- Visit a model school
- Team Book Read
- Work the Change Matrix
- Multi-Year Goal Creation
- Cultivate first followers
- Weekly MTSS Meetings

The journey of a thousand miles begins with a single step.

-Chinese Proverb
Inexpensive Resources that Payoff

Game Changers
Reflections

Year 1

By the end of year 1...

- We realized team was everything
- Tier I was going to be harder than we thought
- The work was going to be worth it
Westlake Charter School - MTSS

Year 2

- Whole Staff PD on MTSS
- Launch MTSS Referral Form
- Introduce MTSS Protocols
- Monthly Grade Level Meetings
- Analyze MTSS Referral Data
- Collect Teacher Feedback
- Continue Weekly Meetings
- Adjust 3 Year Goals

Still round the corner there may wait, a new road or a secret gate.

- JR Tolkien
Reflection and Adjustments…

- Celebration: Teachers loved the referral form.
- Problem: Teachers loved the referral form.
- Realization: The form will be the solution until the teacher becomes the solution.
Year 3 - In Response to the Data

- Redesigned extended hours program
- Redesigned grade level meetings
- Implemented weekly PD for IAs
- Strengthened Tier I: GLAD, UDL
- Responsive Classroom
- Address Tier II Social Emotional

For me, leadership is about making a difference. It's using your agency to bring about change.

-Melanie Verveer
Reflections

Year 3

The best laid plans…

- Reflection is key
- Managing change, by committing to being responsive to data
Implementation Science Resources

NIRN:
http://nirn.fpg.unc.edu/

A specified set of activities designed to put into practice an activity or program of known dimensions.
Quick Reference Guide:
http://implementation.fpg.unc.edu/resources/active-implementation-quick-reference-guide
# Implementation Science Resources

## Quick Reference Guide:


<table>
<thead>
<tr>
<th>Topic</th>
<th>Content Links</th>
</tr>
</thead>
</table>
| Overview of SISEP | - Who we are  
- What we do  
- Impact |
| Active implementation: Getting Started | - Implementation Science Quick Start  
- Independent Learning Plan  
- Active Implementation Hub Tour |
| An Overview of Active Implementation Frameworks | - Module 1: An Overview of Active Implementation Frameworks  
  - The Rationale for Active Implementation  
  - Framework 1: Usable Interventions  
  - Framework 2: Implementation Stages  
  - Framework 3: Implementation Drivers  
  - Framework 4: Implementation Teams  
  - Framework 5: Improvement Cycles  
  - Module 1 Summary  
  - Capstone Quiz  
  - Activities  
  - Handouts  
  - Video Vignettes |
| Implementation Drivers | - Module 2: Implementation Drivers  
  - Introduction  
  - Competency Drivers  
  - Organization Drivers  
  - Leadership Drivers |
"The significant investment in attempts to improve education will be “worth it” if it helps further the education of students and benefit their families and communities."

A Lollipop Moment

How many of you are completely comfortable with calling yourselves a leader?

Drew Dudley:

Everyday leadership

TEDxToronto 2010 · 6:14 · Filmed Sep 2010
Subtitles available in 33 languages

View interactive transcript

http://www.ted.com/talks/drew_dudley_everyday_leadership
<table>
<thead>
<tr>
<th>Change Matrix</th>
<th>Change</th>
<th>Action Plan</th>
<th>Payoff</th>
<th>Resources</th>
<th>Skills</th>
<th>Vision</th>
<th>Trust</th>
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<tbody>
<tr>
<td></td>
<td>Sabotage</td>
<td>Action Plan</td>
<td>Payoff</td>
<td>Resources</td>
<td>Skills</td>
<td>Vision</td>
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<td>Anxiety</td>
<td>Action Plan</td>
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<td>Anger</td>
<td>Action Plan</td>
<td>Payoff</td>
<td>Resources</td>
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<td>Sporadic Change</td>
<td>Action Plan</td>
<td>Payoff</td>
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<td>False Starts</td>
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<td><strong>Designing Change</strong></td>
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<td><strong>Trust</strong></td>
<td>Try to capture what areas of the organization may mistrust the change that is being introduced. It could be based on the agent of change, the history of the change or the timing of the change. Consider these elements before designing action.</td>
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<td></td>
<td>How will our team build Trust?</td>
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<td><strong>Vision</strong></td>
<td>This statement includes both the measurable outcomes as well as affect this change will have on other areas. Vision can not be singular in scope but must demonstrate an effect on the purpose of the organization.</td>
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<td>How will our team communicate our vision?</td>
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<td><strong>Skills</strong></td>
<td>It is crucial to analyze the skills necessary for all stakeholders to be successful in the change. Lising these skills here will help build an appropriate action plan.</td>
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<td>How will we ensure our constituents have the necessary skills?</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Listing resources will determine whether this change can be managed at this time. For example, if training is needed to increase skills, but no budget is allocated to this purpose, then the change is not likely to be successful.</td>
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<td>What resources must our constituents have to be successful (including time)?</td>
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<tr>
<td><strong>Payoff</strong></td>
<td>We are all creatures of habit: it is important that stakeholders understand how their investment in change will affect them. If the payoff is not clear, the change stakeholder is less likely to change.</td>
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<tr>
<td></td>
<td>What is the Payoff for our constituents?</td>
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<tr>
<td><strong>Action Plan</strong></td>
<td>An action plan should be aligned to a larger goal, should create a measurable outcome, should include a timeline of actions taken that create measurable goals, include tasks assigned and dates for tasks to be completed.</td>
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<td></td>
<td>How will we communicate the Action Plan to our constituents?</td>
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</table>
The Hexagon Discussion and Analysis Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors. This Hexagon Discussion and Analysis Tool is designed to be used by Implementation Teams to guide a deeper discussion of each of the six broad components in the Hexagon Tool: Need, Fit, Resources, Evidence, Readiness, and Capacity. Teams are encouraged to use the Discussion and Analysis Tool's questions to analyze innovations as part of the Exploration Stage of implementation. Additional lines are included in each section for additional questions identified by the Implementation Team to address unique needs and contexts. Strengths and gaps are identified so the Implementation Team can make intentional recommendations regarding the proposed innovation's ability to meet the need of the population it is intended to serve. This process allows Implementation Teams to make an informed decision about the organization's capacity to install and fully implement any innovation.
### Need

<table>
<thead>
<tr>
<th></th>
<th>Rate 1-5</th>
<th>Notes (e.g. How was this determined? Is there a documented process?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Was an analysis of data (e.g., student outcome) conducted to identify specific area of need(s)?</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Is there evidence that the innovation addresses the specific areas of need identified?</td>
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<td>3.</td>
<td></td>
<td>Is there evidence that the innovation addresses the grade level(s) of interest?</td>
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<td>4.</td>
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<td>Is there evidence that the innovation addresses the needs of all learners?</td>
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<td>5.</td>
<td></td>
<td>Does it strengthen core instruction?</td>
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<td>6.</td>
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### Fit

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<th></th>
<th>Rate 1-5</th>
<th>Notes (e.g. How was this determined? Is there a documented process?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>How does the innovation fit with other existing initiatives?</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>How likely are implementation and outcomes of the innovation to be enhanced or diminished as result of interactions with other relevant innovations/initiatives?</td>
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<tr>
<td>3.</td>
<td></td>
<td>How does it fit with priorities of the state/region/district?</td>
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<td>4.</td>
<td></td>
<td>How does it fit with the state/region/district’s current organizational infrastructure?</td>
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<td>5.</td>
<td></td>
<td>How does it fit with the state/region/district’s current pedagogical views?</td>
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<tr>
<td>6.</td>
<td></td>
<td>How does it fit with community values, including the values of diverse cultural groups?</td>
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<td>8.</td>
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<td>9.</td>
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</table>
## Resources

<table>
<thead>
<tr>
<th></th>
<th>Rate 1-5</th>
<th>Notes (e.g. How was this determined? Is there a documented process?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are there curricula and other resources related to the innovation readily available? If so, list publisher or links.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If so, what is the cost? Enter in notes section</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Does the innovation require hardware or software? Use notes section to explain. List required hardware and/or software. Include costs if known.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Are staffing resources available for this innovation?</td>
<td></td>
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<tr>
<td>5.</td>
<td>If yes, are the staff resources adequate?</td>
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<tr>
<td>6.</td>
<td>Are training resources available for this innovation (e.g. qualified staff at State, Regional, District, or Building levels)?</td>
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<tr>
<td>7.</td>
<td>If yes, are training resources adequate for this innovation?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Are coaching resources available for this innovation (e.g. others at the school, District, Regional or State level know the innovation and have coaching skills and have time)?</td>
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<tr>
<td>9.</td>
<td>Are coaching resources adequate for this innovation?</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<td>12.</td>
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</table>

## Evidence

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<tr>
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<th>Rate 1-5</th>
<th>Notes (e.g. How was this determined? Is there a documented process?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If so, are the differences between the experimental and control groups academically significant (e.g. effect size)? Note the effect size(s).</td>
<td></td>
</tr>
</tbody>
</table>
3. If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.

4. Do the studies (research and/or evaluation) provide data specific to effectiveness for variety of learners (e.g., English Language Learners, Students With Disabilities, etc.)? If yes, provide citations or links specific to effectiveness for all learners.

5. Do the studies (research and/or evaluation) provide data specific to effectiveness for students of diverse cultural groups? If yes, provide citations or links specific to effectiveness for students of diverse cultural groups.

6. Is there a fidelity assessment that measures teacher behavior (e.g. observation of teacher in the classroom), use of content, etc. (Are we doing what we said we would do to improve practices)? If yes, provide citations, documents, or links to fidelity assessment information.

---

### Readiness

<table>
<thead>
<tr>
<th>Rate 1-5</th>
<th>Notes (e.g. How was this determined? Is there a documented process?)</th>
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<tbody>
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</table>

1. Is there a qualified “expert”, TA provider, purveyor who can help Regional Teams and Districts with implementation over time and across schools (e.g. training, coaching methods, progress monitoring, data)? If yes, list names and/or organization (e.g. Center, University) and contacts.

2. Is this innovation currently in use in the region or state with demonstration of positive gains for students? If so, where?

3. Is this innovation currently in use in region or state with demonstration of positive gains for all learners? Where?

4. Is the innovation (e.g. content, assessments) aligned with State Learning Standards?

5. Is the proposed innovation clearly defined (e.g. what it is, for whom it is intended)?

6. Are the core features of the innovation identified, listed, named (e.g. key components of the intervention or practices that are required in order to be effective)?
<table>
<thead>
<tr>
<th>Question</th>
<th>Rate 1-5</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Is each core feature well operationalized (e.g. Teachers/staff know how to do and say in the classroom, how to prepare, how to assess progress)?</td>
<td></td>
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</tr>
<tr>
<td>8. Is there a range of material (exemplars) available that demonstrates the instructional strategies or innovation strategies related to the core features (e.g., rubrics, practice profiles, videos, audio, scenarios)?</td>
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<tr>
<td>9. Is there a recommended teacher and administrator orientation and “buy-in” process? If so, explain/describe briefly in Notes section.</td>
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<tr>
<td>10. Are the processes related to teacher professional learning through training specified and ‘doable’ (e.g. staff, time, cost)?</td>
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<tr>
<td>11. Are there processes related to professional learning through coaching specified (e.g., observations, reflection, and follow-up) and ‘doable’?</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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**Capacity**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rate 1-5</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current grade level teaching staff have the academic content knowledge needed to use the innovation to good effect for all students?</td>
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<tr>
<td>2. Current grade level teaching staff have the knowledge and skills related to the instructional strategies needed to meet the needs of students with disabilities?</td>
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<tr>
<td>3. Curriculum content and instructional strategy knowledge and capacity are adequate at the combined Regional and District level to support School-level implementation?</td>
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<tr>
<td>4. Does the innovation intentionally advance teacher content knowledge and instructional or intervention practices?</td>
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<td>5. Does the innovation foster and encourage teacher leadership?</td>
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<td>6.</td>
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<td>7.</td>
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</table>
The Hexagon Tool: Exploring Context

Adapted with permission by
The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007) and
The National Implementation Research Network (NIRN)

Frank Porter Graham Child Development Institute

nirn
National Implementation
Research Network

State Implementation & Scaling-up
of Evidence-based Practices
Citation and Copyright

Suggested citation:

This document is based on the work of Kiser, Zabel, Zachik, & Smith (2007) and the National Implementation Research Network (NIRN).

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About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu
web: http://nirn.fpg.unc.edu

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.

email: sisep@unc.edu
web: http://www.scalingup.org
The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EI) include:

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled **Fit**, you are reminded to consider:

- How the proposed intervention or framework ‘fits’ with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, district, or school?
- How does it fit with current state, district, or regional organizational structures?
• How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.

2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.

3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials. This should lead to a team discussion of how ready you are to be the “first” to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.

4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting)

---

1 Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.
The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library http://implementation.fpg.unc.edu

<table>
<thead>
<tr>
<th>EBP:</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>Need</td>
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<tr>
<td>Fit</td>
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<tr>
<td>Resource Availability</td>
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<tr>
<td>Evidence</td>
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<tr>
<td>Readiness for Replication</td>
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<tr>
<td>Capacity to Implement</td>
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<tr>
<td>Total Score</td>
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</table>

**Capacity to Implement**
- Staff meet minimum qualifications
- Sustainability
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
- Practitioners
- Families

**Fit with current Initiatives**
- School, district, state priorities
- Organizational structures
- Community values

**Need in school, district, state**
- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

**Evidence**
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)
DATE: February 5, 2018
TO: Region 8 Leaders
FROM: Mary Gomes, Academy Executive
SUBJECT: 2018-19 Region 8 Academy Survey Results

Thank you very much for your time and support to administer the 2018-19 ACSA Academy Survey! These results are intended to assist:

1. The Region in determining if/how local professional learning needs may be addressed through –
   a. the ACSA Academy Program
   b. other local PD offerings and strategies

2. ACSA in balancing regional academy priorities with considerations for the statewide distribution of academies.

Survey Results
1. A snapshot of your Region’s results indicate that:
   - 38 respondents completed the survey and indicated an aggregate of 114 requests for academies
   - The most highly requested academies are:
     - 25 responses – Curriculum & Instructional Leaders (80 hours, 8 weekends)
     - 20 responses – Equity Leaders (70 hours, 7 weekends)
     - 18 responses – Supporting and Sustaining Continuous Improvement (30 hours, 3 weekends)

2. A spreadsheet with your Region’s survey results is available at Region 8 2018-19 Academy Survey Results and contains the following information:
   - First Name, Last Name
   - Current School District or Agency
   - County
   - Current Position
   - 2 highest self-reported professional learning priorities
   - Academy priorities
SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3.1

SWIFT Center
University of Kansas
www.swiftschools.org
Purpose of SWIFT-FIA

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

Conducting SWIFT-FIA

Who completes SWIFT-FIA?
A trained School Leadership Team completes SWIFT-FIA with support from a facilitator who facilitates discussions and helps the team to assign scores. This facilitator clearly understands the SWIFT framework and can articulate what it looks like when schools implement each SWIFT Core Feature. A facilitator should be trained in the content of the Core Features, group facilitation, and criteria for scoring SWIFT-FIA. A school team should be trained in using SWIFT-FIA to discuss the school’s performance and progress in SWIFT implementation.

When and how often should SWIFT-FIA be completed?
SWIFT-FIA results should be used on a regular basis to monitor implementation. A School Leadership Team generally completes SWIFT-FIA approximately every 3 months (or Fall, Winter, and Spring of the school year) to discuss progress and barriers to progress, and how changes can be implemented. At the very least, school teams should complete SWIFT-FIA twice a school year.

How is SWIFT-FIA completed?
A School Leadership Team reviews each descriptive statement on SWIFT-FIA and examines its current status (e.g., We are: Laying the Foundation, Installing, Implementing, or Sustaining and Scaling Up). Team members should schedule 60-90 minutes for the first administration and at least 30-45 minutes for subsequent progress monitoring. With subsequent administrations, the team will be able to become more efficient and focus on changes that have resulted from implementation efforts.
## SWIFT Domains, Core Features, and related SWIFT-FIA items

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

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

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

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

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

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

3 = Sustaining Schoolwide Implementation: Our school has all features described in the item, and all components to make the implementation a success are fully integrated and functioning. Our school maintains and improves skills through the system. Overall effectiveness is monitored and components for ongoing implementation are revised to improve contextual fit.

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

The results can be used for
- Identifying and prioritizing practices for transformation
- Internal decision making about actions to install and implement those practices
- Follow up on effects of action plans on practices

The summary of results provides schools with a picture of their current implementation of SWIFT Core Features.
# SWIFT Fidelity Integrity Assessment

**Date of Completion:**

**Participants:**

**Facilitator:**

## SWIFT-FIA Score Summary Sheet

<table>
<thead>
<tr>
<th>SWIFT Domain</th>
<th>SWIFT Core Feature</th>
<th>SWIFT-FIA Item / Improvement Area</th>
<th>Item Score</th>
<th>% of Implementation Core Feature Score</th>
<th>Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Leadership</td>
<td>Strong and Engaged Site Leadership</td>
<td>Valued Leadership</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empowered Decision Making</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong Educator Support System</td>
<td></td>
<td>Educator Coaching and Learning</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personnel Evaluation</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-tiered System of Support</td>
<td>Inclusive Academic Instruction</td>
<td>Academic Supports</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Instruction</td>
<td>3/</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Data-based Decision Making</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Behavior Instruction</td>
<td></td>
<td>Behavior Supports</td>
<td>3/</td>
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<tr>
<td></td>
<td></td>
<td>Behavior Instruction</td>
<td>3/</td>
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<tr>
<td></td>
<td></td>
<td>Data-based Decision Making</td>
<td>3/</td>
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<tr>
<td></td>
<td></td>
<td>Tier I Instruction for All</td>
<td>3/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWIFT Domain</td>
<td>SWIFT Core Feature</td>
<td>SWIFT-FIA Item / Improvement Area</td>
<td>Item Score</td>
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<td>Domain Score</td>
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<tr>
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<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Integrated Education Framework</td>
<td>Fully Integrated Organizational Structure</td>
<td>Non-categorical Service Delivery</td>
<td>3/6</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive and Strong School Culture</td>
<td>Full Access for All Students</td>
<td>3/6</td>
<td>%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Shared Responsibility</td>
<td>3/6</td>
<td>%</td>
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</tr>
<tr>
<td>Family &amp; Community Engagement</td>
<td>Trusting Family Partnerships</td>
<td>Family Opportunities to Participate</td>
<td>3/6</td>
<td>%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Partnerships with Families</td>
<td>3/6</td>
<td>%</td>
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<tr>
<td></td>
<td></td>
<td>Community Collaboration</td>
<td>3/6</td>
<td>%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Community Benefits</td>
<td>3/6</td>
<td>%</td>
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<td></td>
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</tr>
<tr>
<td>Inclusive Policy Structure &amp; Practice</td>
<td>Strong LEA (e.g., District)/School Relationship</td>
<td>LEA (District) Support</td>
<td>3/6</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEA (District) Addresses Barriers</td>
<td>3/6</td>
<td>%</td>
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<tr>
<td></td>
<td></td>
<td>LEA (e.g., District) Policy Framework</td>
<td>LEA (District) Links Initiatives</td>
<td>3/6</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEA (District) Process for RBP</td>
<td>3/6</td>
<td>%</td>
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</tbody>
</table>

**SWIFT-FIA Total** | | | 66 | % |
1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning.

**Main Idea:** A School Leadership Team that works collaboratively with other school teams, families, and stakeholders is essential to effectively implement SWIFT.

<table>
<thead>
<tr>
<th>O = Laying the Foundation</th>
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</thead>
<tbody>
<tr>
<td>Our school is exploring how a School Leadership Team can function and who will be on the team.</td>
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<tr>
<td>The current School Leadership Team meets periodically with representatives of the school.</td>
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<tr>
<td>Our school leadership is recruiting team members, designing roles for functioning within the team, and setting up a regular schedule for meeting at least monthly.</td>
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<tr>
<td>The School Leadership Team reviews school-wide student and/or school performance data once or twice a year. The team is learning how to use data to guide instruction and school governance.</td>
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</tr>
<tr>
<td>Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The School Leadership Team reviews schoolwide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The School Leadership Team functions well, has plans to continue, and monitors the team’s effectiveness.</td>
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</tbody>
</table>

**How do we know?**

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

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

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<tr>
<td>Our school is exploring the meaning of distributed leadership and what it might look like in our school.</td>
<td>Our school is developing communication structures that foster an open exchange of ideas.</td>
<td>Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders.</td>
<td>Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders.</td>
</tr>
<tr>
<td>Leadership decisions are handled primarily by administrators.</td>
<td>Our leaders are figuring out how to delegate authority to members of the school community and empower school teams to contribute to key decisions.</td>
<td>Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions.</td>
<td>Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions.</td>
</tr>
<tr>
<td>The School Leadership Team is planning for family input into school decisions.</td>
<td>The School Leadership Team is planning for family input into school decisions.</td>
<td>Families contribute to core school decisions.</td>
<td>Families contribute to core school decisions.</td>
</tr>
</tbody>
</table>

How do we know?

- School Leadership Team meeting minutes or other similar documents
- Are team meetings designed so that team members contribute to decisions and school practices?
- Educators' perceptions
- Are our School Leadership Team and administrators easy to access so that all stakeholders have the opportunity to exchange ideas and contribute to school decisions?
- Written procedures for key school teams
- Does our school have clearly documented roles and functions of each school team, which includes core decisions that a team can make and their communication with the School Leadership Team and/or administrators?
2.1 Our school provides sufficient professional learning and instructional coaching to improve teaching and learning. Main idea: A structured, data-driven system for continuous professional learning leads to high quality instruction and implementation of research-based practices with fidelity.

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<tbody>
<tr>
<td>Our school is exploring instructional coaching practices and how they can best support educators in our school. Professional learning and instructional coaching supports are determined primarily by administrators.</td>
<td>Our school is developing a plan to provide instructional coaching to educators. This plan includes a new teacher mentoring system for their first 2 years. We are preparing a data-gathering system to determine the professional learning and support needs of our staff.</td>
<td>Educators in our school receive instructional coaching on the use of research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request. Coaching includes teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2-3 months of a request or need identified by data, and includes input from school community members.</td>
<td>Educators in our school receive instructional coaching on the use of research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request. Coaching includes teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2-3 months of a request or need identified by data, and includes input from school community members. These educational supports have been provided consistently and are reviewed by the School Leadership Team for continuous improvement.</td>
</tr>
</tbody>
</table>

**How do we know?**
- Record of coaching time available to the school
  - Does our school provide new teacher supports and proactive mentoring/coaching, which includes demonstration and feedback for all educators across all content areas?
- Professional learning log and needs assessment
  - Can educator supports (e.g., professional learning, technical assistance, coaching, or resource delivery) occur within 2-3 months of request?
  - Does our School Leadership Team use data and stakeholder inputs to decide and/or request professional learning topics?
- Perception of educators
  - Do educators agree that they are getting enough supports for quality instruction?
2.2 In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills. Main idea: When educator evaluations provide positive and constructive feedback, educators will have the information to improve their instructional practices.

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<tbody>
<tr>
<td>We are exploring methods for using personnel evaluation and feedback to improve instructional practices and increase student outcomes. Personnel evaluation is used primarily to meet compliance requirements and/or for state reporting.</td>
<td>Our school is establishing a personnel evaluation and feedback process focused on improving instructional practices and increasing student outcomes.</td>
<td>Our personnel evaluation results in identification of strengths and specific areas for improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.</td>
<td>Our personnel evaluation results in identification of strengths and specific areas of improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data. The personnel evaluation and feedback process are used consistently and our School Leadership Team uses the information for continuous improvement.</td>
</tr>
</tbody>
</table>

How do we know?
- Teacher evaluation procedures and other administrator observation schedules and feedback systems
  - Does our educator evaluation use multiple sources and provide useful information and feedback for educators to improve instruction?
  - Report from educators
  - Do educators in our school report that feedback from the educator evaluation are useful?
3.1 Our school has schoolwide systems to promote academic success for all students, and responds with additional support for students who do not demonstrate success.

**Main idea:** An appropriate and effective Multi-tiered System of Supports (MTSS) for Reading and Math is essential to prevent academic failure and provide opportunities for all students to receive an equitable education.

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<tr>
<td>Our school is exploring the components of a multi-tiered instructional system for reading and math and what it might look like in our school. We have a core curricula for reading or math. We are unsure if our core curricula are research-based. Advanced interventions for reading and math are only available to students based on eligibility for special education or other student support services.</td>
<td>Our school is building a multi-tiered instructional system for all students in reading and math. We are supporting teachers to understand and utilize multi-tiered instructional systems. Our school is investigating research-based core curricula for reading and math. We are supporting teachers to implement core curricula and exploring ways to measure fidelity of implementation of the curricula. Our school is recruiting grade level and special educators to work as a team to monitor students’ academic progress. Our school is exploring various research-based interventions for reading and math. We are developing clearly defined decision rules for accessing and exiting the interventions. Procedures to monitor the fidelity of implementation of the intervention are also being developed.</td>
<td>Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students’ academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions: • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention.</td>
<td>Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students’ academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions: • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention. School Leadership Team reviews MTSS for reading and math for continuous improvement.</td>
</tr>
</tbody>
</table>
How do we know?

- Grade-level and instructional support team meeting minutes
  - Do special educators regularly and formally meet with grade level educators to discuss progress of students at risk and plan tiered interventions?
- Tier I reading and math curricula
  - Does our school have research-based core Tier I curriculum for reading and math? And do we have fidelity measures available to ensure that instructions are delivered as intended?
- Universal screening and progress monitoring
  - Do universal screenings to identify students at risk of academic failure occur at least 3 times a year, and are more frequent assessments available to monitor their progress on both reading and math?
- Tier II & III intervention guidelines, including instructional fidelity records and rules for student access to and exit from interventions
  - Does our school have research-based Tier II and III interventions, and are those interventions delivered with fidelity as intended?
  - Does our school have clear access and exit rules to identify when students need to participate in advanced tier interventions?
3.2 Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum activities.
Main idea: **Instructional practices and strategies designed to address the variety of informational access, processing, and communication needs of ALL students will allow teachers to include ALL students more effectively.**

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</thead>
<tbody>
<tr>
<td>Our school is exploring</td>
<td>Our school is supporting teachers to understand and utilize the principles of UDL, differentiated instruction, and flexible grouping to maximize student engagement and performance.</td>
<td>Our school’s instruction and curriculum are based on the principles of UDL.</td>
<td>Our school’s instruction and curriculum are based on the principles of UDL.</td>
</tr>
<tr>
<td>the components of Universal Design for Learning (UDL)</td>
<td>Our school is developing procedures to use the principles of UDL, differentiated instruction, and flexible grouping to support instruction and curricula.</td>
<td>Our teachers know how to further differentiate instruction based on their students’ performance and instructional needs.</td>
<td>Our teachers know how to further differentiate instruction based on their students’ performance and instructional needs.</td>
</tr>
<tr>
<td>differentiated instruction</td>
<td>Our school is investigating ways to monitor the use and effectiveness of UDL, differentiated instruction, and flexible grouping.</td>
<td>Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning.</td>
<td>Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning.</td>
</tr>
<tr>
<td>flexible grouping</td>
<td></td>
<td>Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping.</td>
<td>Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping.</td>
</tr>
</tbody>
</table>
| Educators in our school have varied levels of knowledge and experience with the components of UDL, differentiated instruction, and/or flexible grouping. | Our school has formal procedures in place to monitor the use of UDL and/or differentiated instruction, such as walk-through observation, educator evaluation, and lesson plan reviews. | The School Leadership Team reviews use of UDL, differentiated instruction, and flexible grouping for continuous improvement. |}

**How do we know?**
- Review school expectations of multi-level instruction and UDL
- Does our school have clear expectations regarding UDL, differentiation, and flexible grouping, and provide sufficient resources and learning opportunities?
- Review sample lesson plans
  - Does our school expect educators to include all components of UDL and differentiated instruction in the lesson plan?
  - Does our school have a system to regularly and formally monitor all components for UDL and differentiated instructions?
### 3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.

**Main idea:** When teachers and school teams use data to make decisions about school practices, they are likely to design appropriate instructional strategies, interventions and individualized academic supports.

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<tbody>
<tr>
<td>Our school is exploring universal screening and progress monitoring tools for reading and math.</td>
<td>Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data.</td>
<td>Universal screenings are in place for both reading and math and conducted three times a year.</td>
<td>Universal screenings are in place for both reading and math and conducted three times a year.</td>
</tr>
<tr>
<td>Our school is exploring systems to organize schoolwide and student-level data. Instructional decisions are determined primarily by administrators and based predominantly on state assessment data or pre-planned curricula.</td>
<td>Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data.</td>
<td>Progress monitoring data are gathered to check our students' improvement.</td>
<td>Progress monitoring data are gathered to check our students' improvement.</td>
</tr>
<tr>
<td></td>
<td>Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making.</td>
<td>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</td>
<td>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</td>
</tr>
<tr>
<td></td>
<td>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</td>
<td>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.</td>
<td>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.</td>
</tr>
</tbody>
</table>

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

Main idea: *Universal level behavior Multi-tiered System of Support (MTSS) is essential to create a safe learning environment, and prevent behavioral removals and school failure for all students.*

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<tr>
<td>Our school is exploring schoolwide behavior supports.</td>
<td>Our school is building a universal behavior support system, including structures to teach behavioral expectations, recognize positive student behavior, and clarify consequences. We are supporting teachers to understand universal behavior support systems.</td>
<td>A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students’ behavior progress.</td>
<td>A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students’ behavior progress. A well-functioning data system informs our MTSS for behavior, and the School Leadership Team reviews it for continuous improvement.</td>
</tr>
<tr>
<td>Educators in our school have varied levels of knowledge and experience with schoolwide behavior supports. Behavior issues are handled primarily by administrators.</td>
<td>Our school is investigating procedures to measure the fidelity of implementation of our universal behavior support system.</td>
<td></td>
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<tr>
<td></td>
<td>Our school is recruiting behavior support team members to monitor schoolwide behavior systems and students’ behavior progress.</td>
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</table>

**How do we know?**

- Review behavior support team meeting minutes
  - Does our behavior team include people with sufficient skills and information (e.g., special educators, grade level educators, other specialists, families)?
- Review current Tier I fidelity of behavior support implementation (e.g., Positive Behavioral Interventions and Supports or PBIS)
  - Does our school have a fidelity measure, and is the score high enough to say that our school's Tier I behavior support is fully in place?
4.2 Our school provides research-based, multi-tiered interventions based on functions of behavior with fidelity.
Main idea: When research-based multi-tiered interventions are designed on data that indicates the function served by the behavior, then behavioral interventions will be appropriate and effective.

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<tbody>
<tr>
<td>Our school is exploring universal behavioral supports.</td>
<td>Our school is building a multi-tiered instructional system for behavioral support and intervention. We are supporting teachers to understand and utilize a multi-tiered instructional system for behavior support and interventions.</td>
<td>Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.</td>
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</tr>
<tr>
<td>We have some behavioral interventions in place. We are unsure if our interventions are research-based.</td>
<td>Our school is investigating research-based behavior interventions. We are developing clearly defined decision rules for access to and exit from the interventions; and procedures to monitor the fidelity of implementation.</td>
<td>Interventions for behavior are matched by function and intensity to student need, and interventions are research-based. • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness.</td>
<td>Interventions for behavior are matched by function and intensity to student need, and interventions are research-based. • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness.</td>
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<td>Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services.</td>
<td>Our school is recruiting grade level and special educators to work as a team to monitor students' behavioral progress.</td>
<td>Our school as Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior.</td>
<td>Our school as Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior.</td>
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<td>Behavior issues are handled primarily by administrators.</td>
<td>Our school is collecting resources has assigned staff members to participate in training related to research-based behavior interventions and our multi-tiered instructional system for behavioral support.</td>
<td>Well functioning multi-tiered interventions for behavior are in place and the School Leadership Team reviews them for continuous improvement.</td>
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</tr>
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</table>
How do we know?

- Review functional behavioral assessments (FBA)
  - Is our FBA available for all students who need advanced (Tier III) supports, regardless of their eligibility for IEPs?
- Review sample Tier II & Tier III behavior support plans
  - Are our interventions designed to incorporate family and/or student perspectives and results of all assessments (e.g., FBA, academic tests, mental health assessments, etc.)?
  - Does our Tier III behavior plan include prevention strategies, strategies for increasing desired behavior, strategies for minimizing rewards for problem behavior, and exit criteria?
- Review sample progress monitoring data for students receiving Tier II & III supports
  - Are our interventions modified as necessary based on outcomes, fidelities, and inputs from stakeholders?
4.3 Our school identifies and prioritizes instructional interventions based on analyzing multiple sources of behavior data. Main idea: A *data-based decision-making process that uses multiple data sources to plan, monitor, and implement behavior supports at all tier levels will enable the school to effectively select, design, and modify behavioral interventions.*

<table>
<thead>
<tr>
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<tr>
<td>Our school is exploring universal screening and progress monitoring tools for behavior.</td>
<td>Our school is investigating universal screening tools for behavior. We are supporting teachers to understand and utilize universal screening tools and data.</td>
<td>Universal screenings are in place for behavior and conducted three times per year.</td>
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<td>Our school is exploring systems to organize schoolwide and student-level behavioral data.</td>
<td>Our school is investigating progress monitoring tools for behavior. We are supporting teachers to understand and utilize progress monitoring tools and data.</td>
<td>Progress monitoring data are gathered to check student improvement.</td>
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<td>Instructional decisions for behavior are based primarily on individual teacher anecdotal reports.</td>
<td>Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making.</td>
<td>Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</td>
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<td>Behavior interventions are determined primarily by administrators.</td>
<td>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</td>
<td>Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.</td>
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<tr>
<td>- Universal screening data collected at least annually</td>
<td>- Does our school have a universal screener for behavior to proactively provide supports for students at risk?</td>
<td>- Does our school measure and monitor fidelity of Tier II and/or Tier III behavior interventions and supports?</td>
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<td>- Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports</td>
<td>- Review grade-level or instructional support team meeting minutes</td>
<td>- Do school teams review behavior data as well as academic data together to understand student performance?</td>
<td>- Do school teams review behavior data as well as academic data together to understand student performance?</td>
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A comprehensive data system is in place for monitoring behavior and the School Leadership Team reviews it for continuous improvement.
• Action plan for improved implementation
  - Are action plans based on data reviews and modified from its outcomes?
• Student outcome measurement systems for all three tiers
  - Does our school use aggregate data (e.g., school level, grade level, student subgroups) to investigate overall effectiveness of each tier level supports with fidelities?
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<td><strong>Our school has students with disabilities or who need supports placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math.</strong>&lt;br&gt; Paraeducators who are assigned to support students with IEPs are primarily responsible for delivering that student's instruction. Paraeducators do not participate in collaborative team planning and are not included in professional learning offered to general and special educators. Our school is considering how to ensure that we can educate all students in our building. We are exploring the benefit of an inclusive education philosophy where the grade-level classroom is the primary placement for all students, and all students access their grade level core curriculum. We are looking at our organizational structure to build an effective model where teachers are the primary instructor and paraeducators provide support to any student who needs it, under the teacher's direction.</td>
<td><strong>Our school has students with disabilities or other conditions placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math.</strong>&lt;br&gt; Educators are being trained to provide collaborative instruction (e.g., peer-assisted instruction). Tasks are assigned to prepare documented expectations and guidelines for the collaborative instruction. Our school is reviewing and rearranging paraeducators' schedules to include them in professional learning and collaborative team processes. Educators are being trained so that paraeducators can work with all students in grade level classrooms. Our school is working toward educating all students. We have a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in our school, unless they have serious physical safety concerns or their family prefers an alternative to the inclusive placement.</td>
<td><strong>Our school serves all students in the neighborhood, and no student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or the family prefers alternative placement). All students' primary placement is a grade level classroom.</strong>&lt;br&gt; All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math, with the assistance of collaborative learning strategies (e.g., peer-assisted learning). Collaborative learning is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. Teachers have scheduled time to collaborate for instructional planning.</td>
<td><strong>Our school serves all students in the neighborhood, and no student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or the family prefers alternative placement). All students' primary placement is a grade level classroom.</strong>&lt;br&gt; All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math, with the assistance of collaborative learning strategies (e.g., peer-assisted learning). Collaborative learning is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. Teachers have scheduled time to collaborate for instructional planning. A comprehensive system for monitoring integrated structures is in place and the School Leadership Team reviews it for continuous improvement.</td>
</tr>
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How do we know?

- Special educator and paraeducator schedules
  - Are special educators and paraeducators responsible to all students and participating in grade level instructions?
  - Are grade level educators responsible to all students, including students with IEPs, and are all students with IEPs included in general education curriculum through various instructional strategies such as peer-assisted learning or co-teaching?
- Sample schedules for students taking alternative tests
  - Are all students enrolled in our school, including students taking alternate assessment, participating in general education curriculum instruction with their grade level peers?
5.2 Our school embraces non-categorical service delivery to support diverse needs of students.
Main idea: When faculty and staff are expected to support all students, regardless of their title or particular student need, instruction and supports are respectful, and can be flexible and innovative, meeting the diverse needs of students.

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<td>Our school is working to understand what &quot;non-categorical&quot; services are and investigating the need for non-categorical service delivery.</td>
<td>Our school assigns tasks and develops plans to deliver non-categorical services.</td>
<td>Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles, etc.).</td>
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<td>Our school uses categorical language to refer to services, and sometimes to students who receive those services, such as Special Education or SPED, ELL students, etc.</td>
<td>Our school is planning or has begun to train all educators for the non-categorical service delivery.</td>
<td>Our school has a documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or type of student need (e.g., Special Education Teacher, an IEP), educators and other staff work with all students (e.g., special educators work with students without IEPs).</td>
<td>Our school has a documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or category of student need (e.g., Special Education Teacher or IEP) educators and other staff work with all students (e.g., special educators work with students without IEPs).</td>
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<tr>
<td>Personnel titles and building signage are based on service categories.</td>
<td>A team or person is reviewing possible policy items to be included in the non-categorical service delivery.</td>
<td>Our service, language use, and building practices reflect the non-categorical service delivery policy.</td>
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<tr>
<td>Our school does not have a policy related to non-categorical service delivery.</td>
<td></td>
<td>School Leadership Team monitors and reviews non-categorical service delivery practices and policy for continuous improvement.</td>
<td></td>
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**How do we know?**

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