Item #2.2 Handout
6/6/17 YCBE SPE MTG

schoolwide integrated framework for transformation

SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3

SWIFT Center
University of Kansas
www.swiftschools.org

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

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

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

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

SWIFT FIDELITY INTEGRITY ASSESSMENT

Date of Completion:

Participants:

Facilitator:

SWIFT-FIA Score Summary Sheet

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

Strong and Engaged Site Leadership – Valued Leadership

1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning.

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

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

How do we know?

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

Strong Educator Support System - Educator Coaching and Learning

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

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

How do we know?

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

Inclusive Academic Instruction – Academic Supports

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

Main idea: *An 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.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring the components of a multi-tiered instructional system for reading and math and what it might look like in our school. We have a core curricula for reading 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.	Our school is building a multi-tiered instructional system for all students in reading and math. We are supporting teachers to understand and utilize multi-tiered instructional systems. Our school is investigating research-based core curricula for reading and math. We are supporting teachers to implement core curricula and exploring ways to measure fidelity of implementation of the curricula. Our school is recruiting grade level and special educators to work as a team to monitor students' academic progress. Our school is exploring various research-based interventions for reading and math. We are developing clearly defined decision rules for accessing and exiting the interventions. Procedures to monitor the fidelity of implementation of the intervention are also being developed.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention. School Leadership Team reviews MTSS for reading and math for continuous improvement.

Inclusive Academic Instruction – Academic Instruction

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

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

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

How do we know?

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

Inclusive Behavior Instruction - Behavior Prevention

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

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring schoolwide behavior supports. Educators in our school have varied levels of knowledge and experience with schoolwide behavior supports. Behavior issues are handled primarily by administrators.	Our school is building a universal behavior support system, including structures to teach behavioral expectations, recognize positive student behavior, and clarify consequences. We are supporting teachers to understand universal behavior support systems. Our school is investigating procedures to measure the fidelity of implementation of our universal behavior support system. Our school is recruiting behavior support team members to monitor schoolwide behavior systems and students' behavior progress.	A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students' behavior progress.	A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students' behavior progress. A well-functioning data system informs our MTSS for behavior, and the School Leadership Team reviews it for continuous improvement.

How do we know?

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

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?

- 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?

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?

Strong and Positive School Culture - Full Access for All Students

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

Main idea: *An equitable education means equal opportunities for all students to participate in the core instruction and extracurricular activities. These opportunities require collaborative planning and sharing of responsibilities across staff of various areas of expertise.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Students who need additional or special support do not have the same opportunities to participate in extracurricular activities because our school cannot provide the needed support. Our school is exploring how to provide equal opportunities for all students to participate in grade level classroom and extracurricular learning activities. Our school is figuring out how collaborative teaching efforts (e.g., co-teaching and co-planning) can engage more students in learning activities in grade-level classrooms.	Our administrators and/or School Leadership Team are preparing a document showing essential components of collaborative teaching strategies. All schedules are being reviewed to apply collaborative teaching for some portion of the day in all classrooms and intervention sessions. Educators are receiving training and resources regarding collaborative teaching strategies. Our school has an assigned team or person working on improving extra curricular activity participation by all students. Options for students who need extra individualized supports are listed and reviewed in collaboration with their families.	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades, in all classrooms for some portion of the day. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate supports available, if necessary, for students with unique support needs.	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades, in all classrooms for some portion of the day. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate supports available, if necessary, for students with unique support needs. School Leadership Team monitors collaborative teaching methods and access to extracurricular activities and reviews them for continuous improvement.

How do we know?

- Sample collaborative planning and co-teaching schedules
  - Does our school utilize collaborative planning and co-teaching to include more students in the core curriculum activities in all classrooms?
- Report from educators and families of students with special needs
  - Do all students with IEPs have equal opportunities to participate in extracurricular activities?

Trusting Family Partnerships - Family Opportunities to Participate

7.1 Our school provides families with opportunities/resources to participate in the decision-making of their child's education.

Main idea: *Families engagement and involvement in school decisions can play a vital role in supporting SWIFT implementation and sustaining implementation over time.*

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

How do we know?

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

Trusting Community Partnerships - Community Collaboration

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

Main idea: *Positive community-school partnerships result when the school intentionally evaluates community needs, connects school stakeholders to community resources, and evaluates the impact of the school-community relationship.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school does not have any community partners or has community partners but without systematic resource utilization. Although our school has community partners to benefit school community members (e.g., educators, students, and families), we have no formal assessment to identify needs for community resources nor do we evaluate overall effectiveness of the community partnership.	Our school is working on building better resource connection between our community partners and school community members (e.g., educators, students, families). A team or person is responsible to identify our needs and available community resources. A procedure to identify needs is under development. Evaluation of overall effectiveness of the partnership is being developed. We are identifying indicators to monitor the effectiveness of community partnerships.	Our school has community partners with whom we connect to help address identified needs through the provision of necessary resources to school staff, students, and families, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs.	Our school has community partners with whom we connect to help address identified needs through the provision of necessary resources to school staff, students, and families, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs. The School Leadership Team monitors quality, frequency and use of community resources and the nature of community partnerships and reviews the results for continuous improvement.

How do we know?

- Procedure for utilizing community partner resources
  - Does our school have community partners to connect school stakeholders with available community resources based on assessed needs?
  - Does our school evaluate overall effectiveness of the community partnership as well as needs?

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

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

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

How do we know?

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

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

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

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

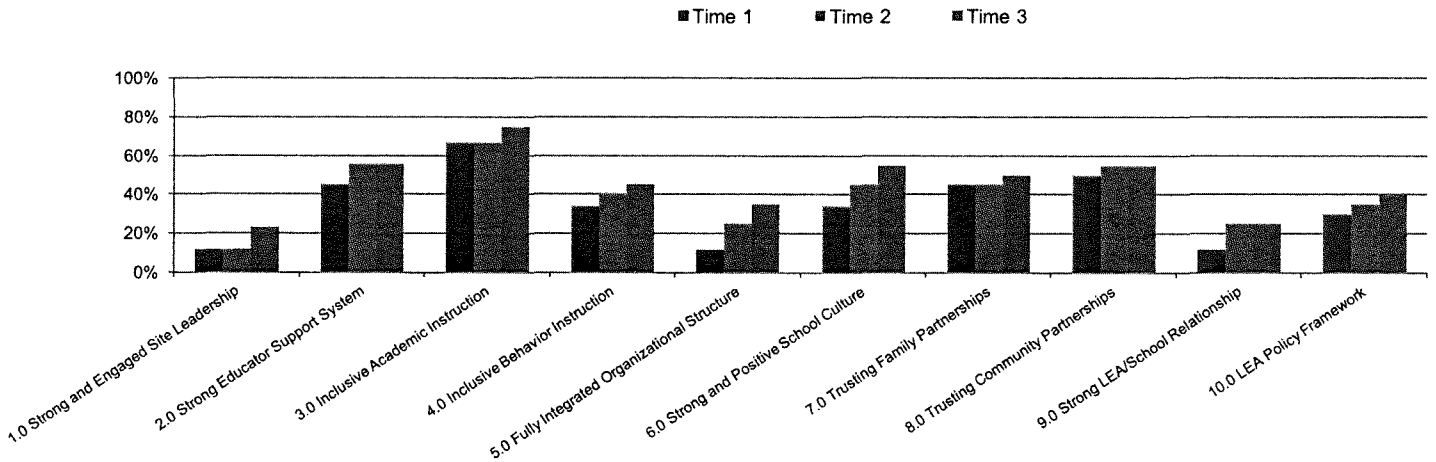
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district is exploring the need for linking multiple initiatives, developing operational efficiencies, using school data for continuous improvement, and enhancing policy to promote use of new practices. Our district hasn't planned extension of SWIFT implementation to other schools.	Our district is developing formal processes for one or all of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration • to obtain and use school level information/data to improve district support for implementation and inform policy • to review and revise policies that do not facilitate new practices. Our school assigned tasks to a team or person to identify needs related to SWIFT implementation and to incorporate them in revision of formal processes (above). Our district is reviewing and summarizing successful SWIFT implementation cases. Our district is developing a plan for extension of SWIFT implementation.	Our district has a formal process for each of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration, • to obtain and use school level information/data to improve district support for implementation and inform policy, and • to review and revise policies that do not facilitate new practices. School Leadership Team representative(s) are incorporated in each of these processes. A clear formalized plan exists to extend successful SWIFT feature implementation to other schools.	Our district has a formal process for each of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration, • to obtain and use school level information/data to improve district support for implementation and inform policy, and • to review and revise policies that do not facilitate new practices. School Leadership Team representative(s) are incorporated in each of these processes. A clear formalized plan exists to extend successful SWIFT feature implementation to other schools. The above processes are monitored and reviewed for continuous improvement by school and district administrators.

How do we know?

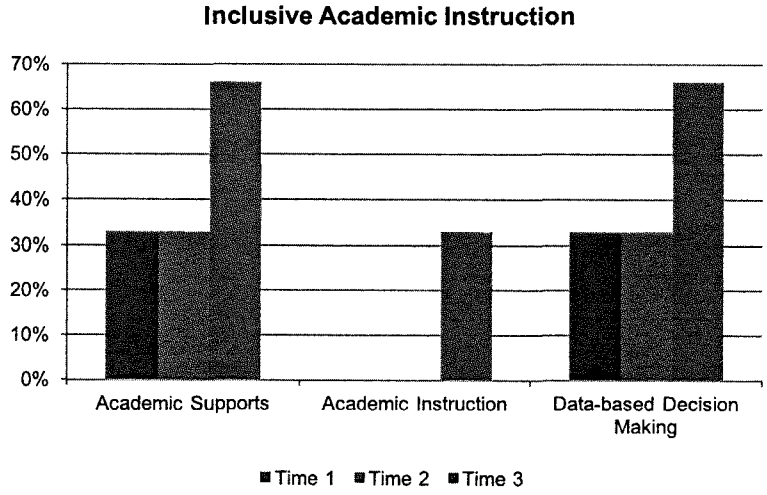
- Review a procedure for assessing current initiatives
  - Does our district, in collaboration with school building administrators, have a formal procedure to link multiple initiatives to avoid duplication of efforts?
  - Does our district, in collaboration with school administrators, have a formal procedure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

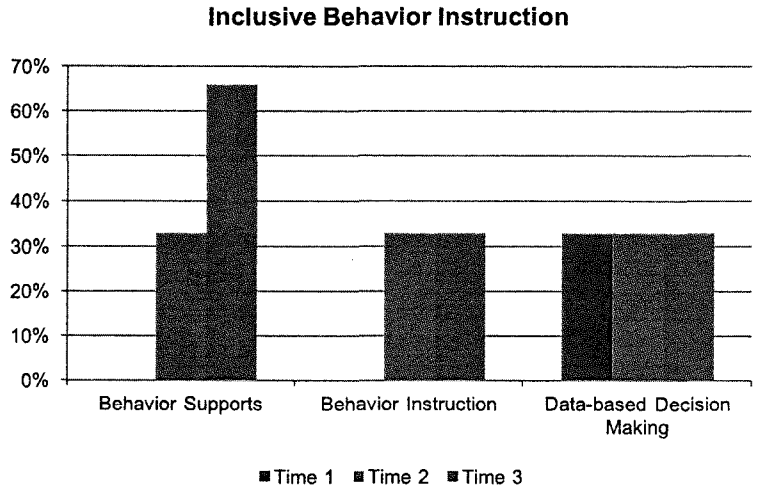
SWIFT-FIA Scoring Example

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



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





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

SWIFT schoolwide integrated framework for transformation

SWIFT Fidelity Integrity Assessment (FIA) Administration Checklist

Name
Observation Date

Y=Yes N=No
N/A= unsure or not applicable

1. **Prepare the Team:** Participants are invited, emailed the SWIFT-FIA, and given necessary information prior to the process.	Y	N	N/A
2. **Set the Stage:** Administrator ensured all participants have a copy of the SWIFT-FIA; provided an overview of the SWIFT-FIA, including its purpose, desired outcomes, and key administration steps; identified a Note Taker; and established/reviewed group norms.	Y	N	N/A
3. **Administer the SWIFT-FIA:** Each item and main idea were read aloud to the group while the document or focus area was projected for all to see. Repeated for each question.	Y	N	N/A
4. **Read and Clarify:** Participants independently read the Rubric Scoring Descriptions. Administrator addressed clarifying questions. Repeated for each question.	Y	N	N/A
5. **Poll Team for Agreement:** Participants polled to share their scores for each item.	Y	N	N/A
6. **Dialogue the Differences and Re-poll for Consensus:** Administrator summarized the polling results. If consensus was not reached, the Administrator encouraged dialogue and re-polled until consensus was reached.	Y	N	N/A
7. **Document Results:** Note Taker recorded scores during administration and polling process. The Administrator entered final scores to swiftassessment.org or another tracking system.	Y	N	N/A
8. **Wrap-up:** SWIFT-FIA scores were displayed and debriefed with participants. Team reflected on the SWIFT-FIA and the process.	Y	N	N/A
9. **Next Steps:** Administrator collaborated with participants and other leaders to determine next steps (e.g., adjust Priority and Practice Planning, add results to the Data Snapshot, and develop a communication plan to share SWIFT-FIA results with stakeholders).	Y	N	N/A