



SWIFT-FIT Domain & Feature Item Detail

Administrative Leadership – is about having a strong and actively engaged leadership committed to improving teaching and learning and a system that empowers educators and school personnel.

Strong and Engaged Site Leadership (item detail)

- **Principal is the instructional leader** - clear mission, perceived by all as instructional leader, attends instructional meetings & regularly visits classrooms
- **Promote school-wide focus on transforming system** - leadership meets at least 2x/mo. and has process in place to involve family partners in governance
- **Open, reciprocal communication** - principal meets with all school personnel individually or in a group at least 1x/mo.; faculty, staff and families have opportunity to contribute to core decisions
- **Empower staff** - teams have clear documented purposes and functions; staff report feeling empowered to make decisions related to primary functions
- **Use data** - leadership reviews academic and behavior data at least monthly to guide decision-making

Strong Educator Support System (item detail)

- **Instructional coaching** – coaching is data-driven; provided for all educators within 1st 2 years of teaching; available for all teachers; includes demonstration, support and feedback in the classroom
- **Professional learning** – requests for professional learning are met within 2-3 months; leadership uses data and stakeholder input to inform the need for professional learning
- **Personnel evaluation** – focused on improving teaching and learning; includes input from multiple sources and staff report process is supportive and results in improvement.

Multi-Tiered System of Support – is about using a continuum of research-based, system wide practices to meet the identified academic and behavior instructional needs of students using data.

Inclusive Academic Instruction (Item detail)

- **Educators working in teams** – General and specialized educators work in teams to monitor and plan interventions at least 2x/mo
- **Universal screening** – for reading and math 3x/yr
- **Progress monitoring** – monthly for tier 2 interventions and weekly for tier 3 interventions; ensure implementation integrity
- **Core curriculum** – for both reading and math; research-based and implemented with fidelity
- **Strategic/Group interventions** – at each grade level; for reading and math; decision rules to enter/exit are defined; monitor consistent implementation and overall effectiveness
- **Intensive/Individual interventions** - at each grade level; for reading and math; decision rules to enter/exit are defined; monitor consistent implementation and overall effectiveness; skilled interventionist delivers
- **Differentiation & flexible grouping** – expected within all lesson planning that is monitored

- **Universal Design for Learning (UDL)** – provides resources, teaching and coaching to facilitate use of UDL and monitored all three components (representation, expression and engagement)

Inclusive Behavior Instruction (Item detail)

- **Educators working in teams** – General and specialized educators work in teams to monitor and plan interventions at all three tiers at least monthly; monitor fidelity of interventions
- **Universal screening** – conducted 3x/yr
- **Universal/school-wide strategies** – can be PBIS or other research-based option; fidelity measures indicate it is fully installed
- **Strategic/Group interventions** – targets specific student; decision rules to enter/exit are defined; monitor consistent implementation and overall effectiveness
- **Intensive/Individual interventions** – designed by a team; function-based supports; teaching plans include prevention, teaching desired behavior and exit criteria; team monitors data; monitor fidelity of interventions
- **Assess & adapt tiered practices**– student outcome data is used by teams to assess, adapt and improve tiered practices

Integrated Education Framework – is about creating a collaborative community to ensure a positive school culture that enables full access for ALL students to participate in all school-related activities.

Fully Integrated Organizational Structure (item detail)

- **All students participate in instruction** – ALL students have a grade-level classroom as primary placement; participate in grade-level curriculum 100% of day
- **Non-categorical service delivery** – policy in support of; training on policy; evidence through language, personnel and building practices
- **Collaborative instruction among peers (peer-assisted learning)** – expectation of and evidence of training and support for all educators
- **Paraeducators** – responsibilities designed to enhance inclusive education; training for all on their role; regularly included in professional learning offered to all educators; and part of collaborative processes

Strong and Positive School Culture (item detail)

- **All personnel participate** – every adult has defined responsibilities for social and/or academic outcomes of students; job descriptions or policy to support this
- **Collaborative teaching** – documented in all classrooms across all levels of interventions
- **Extracurricular activities** – students have full access and supports necessary to participate in all school-related learning opportunities at school and outside of typical school hours
- **Culturally responsive practices** – collecting information from all stakeholders to assess culturally responsive practices and using that information to improve them

Family & Community Engagement – is about engaging families, community members and schools with each other to form partnerships where each benefit from and support the other.

Trusting Family Partnerships (item detail)

- **Leadership partners** – school recruits for participation; formal process/team to incorporate families in school governance
- **Family input** – systematically solicits input and feedback 2x/yr; evidence of how input is incorporated in decisions
- **Trusting partnerships** – school assesses parents’ perceptions of quality of partnerships 2x/yr; use assessment results
- **Participate in decision making** – information is given to parents about how to monitor/reinforce/guide progress of their children; information about standards and curriculum; information about parents rights and ensure family participation in intervention decisions when beyond primary supports
- **Provide information to families** – about: school level academic and behavior practices; progress data; results of surveys; family team meeting decisions

Trusting Community Partnerships (item detail)

- **Seek community partners** – assess stakeholder needs; connect stakeholders to resources; evaluate effectiveness of community-school partnerships
- **Resources to benefit the community** – evidence of: availability of school space and resources used by community; school trains volunteers

Inclusive Policy Structure & Practice is about the supportive, reciprocal partnership between the school and it’s LEA. Within the context of this partnership the LEA identifies and addresses policy and other barriers to success for SWIFT Implementation.

Strong LEA / School Relationship (item detail)

- **Supports and monitors implementation** – The LEA has a team that meets regularly and personnel who attend school level meetings to ensure an active and responsive decision making process.
- **Professional learning** – uses data, needs assessment results and stakeholder input to identify professional learning needs and responds to requests for prof. learning within 2-3 months
- **Community development** – LEA has a policy that dictates their participation in community development and education with the purpose of securing support for school level transformation needs.
- **Address and remove barriers** – formal process to identify and address barriers as well as a process to report on timelines
- **Reports to board** – LEA team reports both fidelity and outcome information to the board every 6 months.

LEA Policy Framework (item detail)

- **Links multiple initiatives** – process for assessing initiatives and implications for team operation; includes school leadership team in this process
- **Conducts improvement cycles** – uses school level information and data to inform policy and policy to support implementation; includes school leadership team in this process
- **Reviews and revises policies** – LEA has a formal process for reviewing and revising policies that are barriers; includes school leadership team in this process
- **Selects research-based practices** – LEA has a formal process for selecting research and/or evidence-based practices; includes school leadership team in this process
- **Extends successful interventions** – LEA has a process to extend successful interventions to other schools within the LEA