

Differentiated Assistance Protocols
for Local Educational Agencies (LEAs)

Facilitation Guide



CCSESA



Acknowledgements

Primary Contributors

Curriculum and Instruction Steering Committee (CISC) Accountability Subcommittee

Committee Lead:

Jean Madden-Cazares, San Diego County Office of Education

Committee Co-Leads:

Jennie Snyder, Sonoma County Office of Education

Mary Anne James, Santa Cruz County of Education

Special thanks to:

California County Superintendents Educational Services Association (CCSESA)

Curriculum and Instruction Steering Committee (CISC)

Judy Flores, Shasta County Office of Education

Efrain Mercado, former CCSESA Policy Director of Educational Services

Sandra Morales, CCSESA, Assistant Executive Director

Orange County Department of Education Communications Office and Print Shop

Charlene Stringham, CISC Chair

This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/) (2017).



Purpose

To work jointly with districts in affirming and/or supporting focus areas of work that:

- Builds capacity through professional expertise and local decision-making
- Fosters systemic collaboration
- Builds a culture of co-learning and reflective inquiry
- Promotes a climate of candor, evidence and urgency to take action
- Results in improved student outcomes and leads to sustainable change

Technical Assistance

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention. LEAs are eligible for technical assistance if the LEA "fails to improve pupil achievement across more than one state priority for one or more student groups."

Basics (Priority 1)

- Not Met for Two or More Years on Local Performance Indicator

Implementation of State Academics Standards (Priority 2)

- Not Met for Two or More Years on Local Performance Indicator

Parent Engagement (Priority 3)

- Not Met for Two or More Years on Local Performance Indicator

Pupil Achievement (Priority 4)

- Red on both English Language Arts and Math tests OR
- Red on English Language Arts or Math test AND Orange on the other test OR
- Red on the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)

- Red on Graduation Rate Indicator OR
- Red on Chronic Absence Indicator

School Climate (Priority 6)

- Red on Suspension Rate Indicator OR
- Not Met for Two or More Years on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- Red on College/Career Indicator

Coordination of Services for Expelled Pupils - COEs Only (Priority 9)

- Not Met for Two or More Years on Local Performance Indicator

Coordination of Service for Foster Youth - COEs Only (Priority 10)

- Not Met for Two or More Years on Local Performance Indicator

Part I: LEA Introduction

Identify who Should be a Part of the Process

Identification of the school district's (LEA) strengths and weaknesses in regard to the state priorities described in subdivision (d) of [EC Section 52060](#), communicated in writing to the school district (LEA). This identification shall include a review of effective, evidence-based programs that apply to the school district's (LEA) goals. (Consider inviting CBO, HR and key Parent/Community Stakeholder to join team.)

Purpose: To frame the purpose of differentiated assistance, identify team members and determine meeting time(s).

After release of Dashboard and LEA is notified of Differentiated Assistance, COE contacts qualifying LEAs via a phone call to describe the differentiated assistance process. COE should consider teams that consist of the Superintendent, Assistant Superintendents for Instruction, Business, Special Education, Student Programs, and/or other program staff identified by the Superintendent.

- Reiterate purpose:
 - Shift from compliance to capacity building
 - Identify strengths and weaknesses
 - Self-identify or reaffirm 2-3 areas of focus to strengthen systems
 - Support continuous improvement process
 - Consider evidence to assist in the reflective process
- Overview of process including:
 - Tools to be used
 - Team members to be included
 - Amount of time required

Part II: Identification of Strengths and Weaknesses

State Priorities and Review of Effective Practices or Programs That Relate to LEA Goals

Purpose: To begin to identify areas of strength and weaknesses and determine possible entry points based upon dashboard results.

Identification of Strengths and Weaknesses in Regard to the State Priorities

Using the LEA's Dashboard data, begin an analysis to determine strengths and weaknesses; inquire as to what might be causing the results identified and where the LEA might focus to build/strengthen systems.

1. Dashboard Analysis

Identify performance strengths and weaknesses.

Using the [Dashboard Analysis LCAP Summary Protocol](#) review performance on the Dashboard for the state indicators, for all students and student groups. (Below are some entry-level prompts; LCAP Summary Protocol includes prompts for deeper exploration of student group performance gaps.)

- What were the strongest (blue/green) areas?
- What were the areas of greatest need (red/orange)?
- What were areas that showed greatest growth?
- What patterns do you notice?
- What actions and services were in the LCAP to address the needs of these groups, and how were they implemented?

Review performance on the local indicators on the Dashboard.

- What were the strongest areas of performance?
- What were the areas of greatest need?

➤ [Dashboard Analysis LCAP Summary Protocol](#) (Appendix)

➤ [California Dashboard](#)

2. Local Measures Analysis

Inquire about what other data or local measures need to be reviewed to provide a full understanding of performance.

Metacognitive process occurring during step 1 & 2

Reflect on LCAP, including Annual Update and areas of need, and then begin to hypothesize where there may be a need to explore developing or strengthening one or more components of an effective LEA system. Select one or two components that will guide the LEA team to inquire more about.

➤ [LCAP](#)

➤ [Annual Update](#)

3. System Analysis

Use the [LEA Self-Assessment*](#), [FIA](#) and/or instrument of LEA's choice to review effective practices that support LEA goals and continuous improvement.

- Identify the component that you will use as an entry point.
- Ask: The probing questions under each sub-component; record responses.
 - Listen; do not jump to solutions or judgments.
 - In an effort to hear from all members of the team, plan for ways to invite different members to be the first response to sub-components and to add their perspective to each question.
 - Be prepared with follow-up questions that will foster deeper inquiry to identify what is causing the results.
 - Upon completion of each section, ask the team if there were areas that stood out that validated their current goals/focus areas and if there is anything that stood out that they might need to focus attention on. Identify placement on the continuum/rubric.
- Upon conclusion of the LEA Self-Assessment lead a discussion that:
 - affirms district responses to findings already in place
 - identifies where additional information is needed from stakeholders or others
 - prioritizes or reaffirms top 2-3 areas of focus
 - shares additional resources (i.e. LEA Self-Assessment Companion Resource)
 - identifies how they might communicate with key LEA stakeholders the findings and resulting priorities of the LEA Self-Assessment
- Determine the need/interest to inquire deeper using additional resources (if appropriate, schedule next meeting)

- [LEA Self-Assessment \(Appendix\)](#)
- [Abridged LEA Self-Assessment \(Appendix\)](#)
- [Fidelity Integrity Assessment \(FIA\) \(Appendix\)](#)

4. Root Cause Analysis into One Identified Area

Identify, through a deeper inquiry process, what might be contributing to strengths and/or weaknesses in one identified area through the use of one or more of the following tools or processes.

- [Empathy Interviews with Stakeholders \(Appendix\)](#)
- [5 Whys Protocol \(Appendix\)](#)
- [Fishbone Diagram Protocol \(Appendix\)](#)

*The [Abridged LEA Self-Assessment](#) can be used to narrow focus and select one or two system components to be reviewed and discussed with greater detail via the LEA Self-Assessment.

5. Synthesis of Findings

Summarize and agree upon findings for performance and system strengths and weaknesses.

- In closing, summarize the findings: Review the strengths, weaknesses and areas of need, identify what was determined by the deeper inquiry of a single area of need, include reference of effective evidence-based programs aligned to the LEA goals.

6. Written Summary Letter to LEA

- Provide written summary of support as a follow-up to visit.
- Recommend the Summary of Differentiated Assistance letter be sent to LEA within two weeks.

Resource Links Addendum

[Abridged LEA Self-Assessment](#)

- Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

[CDE State Priority Related Resources](#)

- To assist LEAs in addressing the state priorities in their Local Control and Accountability Plan (LCAP). Links to tools, promising practices and research posted on the Quality Schooling Framework website.

[Coherence Framework](#)

- Michael Fullan's Coherence Framework: focusing directions; cultivating collaborative cultures; deepening learning; securing accountability.

[Companion LEA Self-Assessment Resource](#)

- Used by County Offices of Education with individual LEAs to assist in developing areas of focus for systems improvement.

[Dashboard Analysis and LCAP Summary Protocol](#)

- To review performance on the Dashboard for the state indicators, for all students and student groups, identifying strengths and needs.

[Education Code 52071, 52064.5 and 52074](#)

- LCFF Technical Assistance

[Empathy Interview Protocol](#)

- To get a clearer picture of how the central office supports principals, and how it might be redesigned to better align, streamline, and improve their services in supporting site leaders around their improvement efforts.

[Empathy Interview Tips](#)

- To gain a deeper understanding of a user's experience of the issue or problem you are working on.

[Fidelity Integrity Assessment \(FIA\)](#)

- Used by School Leadership Teams to examine the current status of school wide practices. SWIFT Fidelity Integrity (FIA) is a self-assessment that has been demonstrated through research to provide a basis for successfully including all students who live in the school community.

[Fishbone Diagram Protocol](#)

- To arrive at a deeper understanding of the problem we are trying to solve (before jumping to solutions).

[5 Whys Protocol](#)

- To identify actionable root causes of problems.

[Improving Performance of Students with Disabilities](#)

- Used by COE teams as they help LEAs understand the California School Dashboard and use the data presented on the Dashboard to make adjustments to programs and services for students with disabilities.

[LEA Self-Assessment](#)

- Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

Appendix

[Dashboard Analysis and LCAP Summary Protocol](#)

- To review performance on the Dashboard for the state indicators, for all students and student groups, identifying strengths and needs.

[LEA Self-Assessment](#)

- Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems

[Abridged LEA Self-Assessment](#)

- Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

[Fidelity Integrity Assessment \(FIA\)](#)

- Used by School Leadership Teams to examine the current status of school wide practices. SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment that has been demonstrated through research to provide a basis for successfully including all students who live in the school community.

[Empathy Interview Protocol](#)

- To get a clearer picture of how the central office supports principals, and how it might be redesigned to better align, streamline, and improve their services in supporting site leaders around their improvement efforts.

[Empathy Interview Tips](#)

- To gain a deeper understanding of a user's experience of the issue or problem you are working on.

[5 Whys Protocol](#)

- To identify actionable root causes of problems.

[Fishbone Diagram Protocol](#)

- To arrive at a deeper understanding of the problem we are trying to solve (before jumping to solutions).

[Coherence Framework](#)

- Michael Fullan's Coherence Framework: focusing directions; cultivating collaborative cultures; deepening learning; securing accountability.

Dashboard Analysis and LCAP Summary Protocol



Identify what's working by discussing the following prompts:

- Review performance on the Dashboard for the state indicators, for all students and student groups. What were the strongest (blue/green) areas?
- Review performance on the local indicators on the California School Dashboard. What were the strongest areas?
- Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- Which schools and student groups are contributing to LEA progress toward LCAP goals?
- Were there any indicators or groups whose blue/green performance was a surprise? Why do you think that happened? Can that success be replicated elsewhere?
- Are the actions/services in the LCAP the reason we are getting results? How do we know?
 - Are they working for all student groups and grade levels? Are they closing achievement gaps? If not, why?
 - Do they need to be continued or revised?
 - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - How are we currently monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services?

GREATEST PROGRESS

What progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

What increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students?

Identify opportunities for improvement by discussing the following prompts:

- Review performance on the Dashboard for the state indicators, for all students and student groups. What areas were in the “Red” or “Orange” performance category?
 - Are there any groups or schools where this is not red or orange – what is the difference there?
- Review performance on the local indicators on the California School Dashboard where the LEA received a “Not Met” or “Not Met for Two or More Years” rating for a local performance indicator.
- Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- Review the actions and services in the LCAP that relate to red/orange indicators.
 - How long have these actions/services been in place in the LEA?
 - Were they effective at one time? If yes, why are they no longer effective?
 - Are they effective with some student groups and not others? If so, why?
 - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - If there is not evidence that the action/service is effective do we need to revise or eliminate it?
- What ideas do we have for new evidence based actions/services that could improve our performance?
 - How will we ensure our revised and/or new actions/services are equitable?
 - How will we monitor the effectiveness of the new actions/service?

GREATEST NEEDS

List the areas of need:

What will the LEA do to address these areas of need?

Identify Performance Gaps:

- Using the California State Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.
 - What actions and services were in the LEA LCAP to address the needs of these groups, and how were they implemented?
 - Is there a pattern of which students groups exhibit performance gaps? Could there be a relationship between the different gap areas?
- What new evidence based practices is/will the LEA use to make changes? What steps is the LEA planning to take to address these performance gaps?
 - Are there any interim measures that show improvement in any of the gap areas?

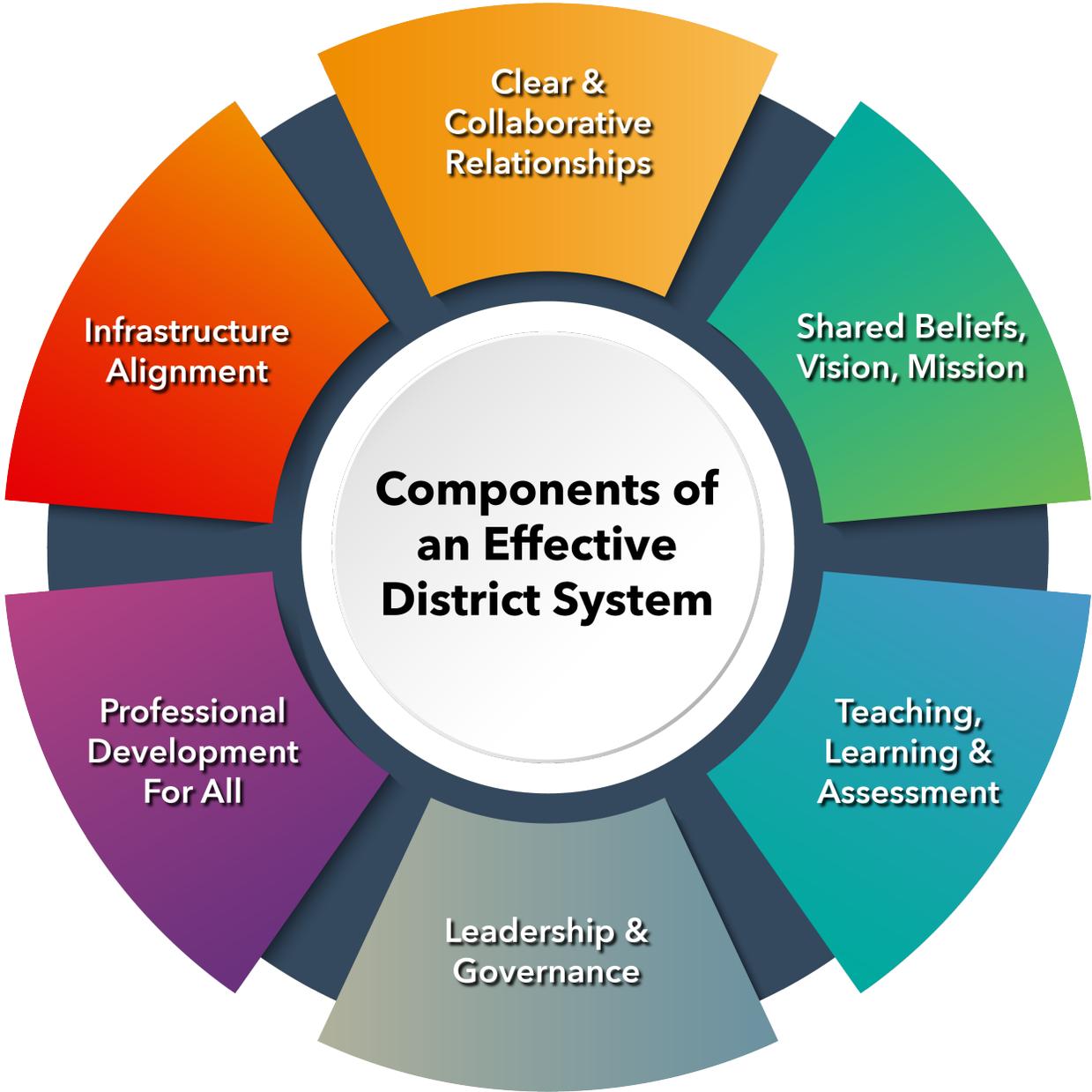
PERFORMANCE GAPS

List all the areas where there are performance gaps, and which student groups are identified.

Explain actions included in the LCAP to address those gaps.

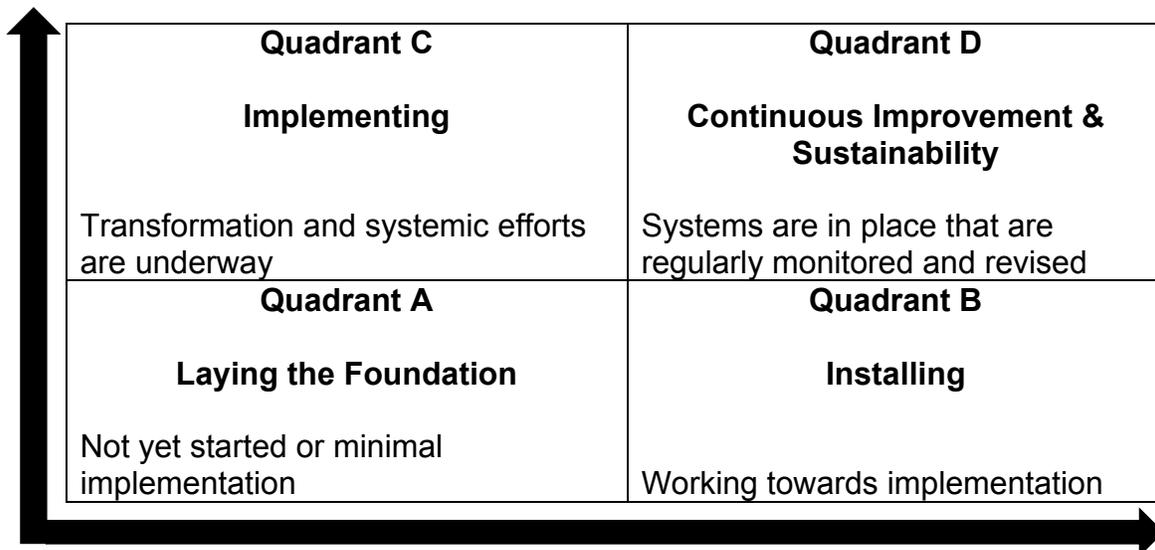
LEA Self-Assessment

The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.



Instructions

LEAs use this tool to self-assess their level of implementation of the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements that differentiate levels of implementation. Check the box that most accurately describes the LEA's current implementation level. The quadrant that has the most boxes checked is the LEA's current level of implementation. If there are an even amount of check boxes marked in each quadrant, as a team, decide which quadrant best describes current implementation. Work towards improving in areas marked in the lower quadrants and reflect on the policies, practices, and systems in place that moved the LEA into the higher quadrants.



LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource (CCSESA)
- Michael Fullan's Coherence Framework

COMPONENT 1: Shared Beliefs, Vision and Mission



1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in the majority of schools in our LEA as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> A majority of schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Stakeholders are knowledgeable and supportive of our LEA's vision and mission. Our LEA's mission is a description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA's vision, mission, values, and priorities are planned for the achievement and needs of all students. This vision addresses the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in a majority of schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in all schools in our LEA as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> All schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> There is an ongoing process with stakeholders for supporting the link between our LEA's vision and mission and site level school planning documents and improvement efforts. Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA's vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision embraces the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> There is little or no connection between our LEA's vision and mission and the schools' practices, policies, plans, and goal. <input type="checkbox"/> Capacity building has not yet been a focus for our LEA to enable schools to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Few stakeholders are aware of our LEA's vision and mission. <input type="checkbox"/> There is minimal implementation of the actions and services to promote achievement of all students that are aligned to our LEA's vision, mission, values, and priorities. This vision does not yet address the concepts of "closing the gap" as well as "raising the bar." 	<ul style="list-style-type: none"> <input type="checkbox"/> There is evidence that some alignment exists between LEA and school planning documents, practices, policies, and the vision and mission in all our LEA's schools as identified in our LEA planning documents (e.g., LCAP), but it is inconsistent within our LEA's schools. <input type="checkbox"/> Few schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Some stakeholders have knowledge of our LEA's vision and mission. <input type="checkbox"/> Although our LEA's vision, mission, values, and priorities recognize the need for actions to promote achievement of all students, they are not implemented consistently. This vision attempts to address the concepts of "closing the gap" as well as "raising the bar."

COMPONENT 1: Shared Beliefs, Vision and Mission

1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's processes to effectively promote a positive school culture result in clear, operational procedures that are integrated into daily practice in a majority of schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, behaviors, and practices that result in improvement are evident in most schools. <input type="checkbox"/> A commitment to continuous improvement across most of our LEA is demonstrated by LEA leadership through aligned behaviors and systemic, coordinated actions. <input type="checkbox"/> Our LEA is building a culture of commitment, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms have been established, including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a documented process to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in all schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand and support the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, and behaviors that support improvement, learning and success of students are evident throughout the schools. <input type="checkbox"/> A growth mindset underlies a high commitment to continuous improvement across our LEA and is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions. <input type="checkbox"/> Our LEA has built a culture of commitment, equal access, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms are deeply embedded in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has limited or nonexistent processes to effectively promote positive school cultures in all schools. <input type="checkbox"/> Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values and practices tied to improvement efforts are limited in our LEA schools. The actions are not systemic, coordinated practices. <input type="checkbox"/> Few schools demonstrate a commitment to continuous improvement. The actions are not systemic, coordinated practices. <input type="checkbox"/> Our LEA has not yet begun to build a culture of commitment, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms are not yet developed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has an inconsistent or unevenly applied process to effectively promote positive school cultures in all schools. <input type="checkbox"/> Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values and practices tied to improvement efforts are encouraged in some LEA schools. The actions are not always systemic, coordinated practices. <input type="checkbox"/> A commitment to continuous improvement is evident in some of the schools in our LEA. The actions are not always systemic, coordinated practices. <input type="checkbox"/> Our LEA has begun to build a culture of commitment, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms are being developed.

COMPONENT 1: Shared Beliefs, Vision and Mission

1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's processes for ensuring safe and orderly environments in all schools lead to maximized student learning, engagement, and staff effectiveness. <input type="checkbox"/> Data analysis and assessment are sometimes used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize that safe learning environments are necessary for most school in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at most schools and includes school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that most schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for some students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Most schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has documented procedures that ensure safe and orderly environments are embedded within daily practices at all of our LEA's schools. <input type="checkbox"/> Data analysis and ongoing assessment are consistently used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for each school in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at each school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that each school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for all students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Each school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA lacks procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools. <input type="checkbox"/> There is limited use of data analysis and assessment to improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize that safe learning environments are necessary for their children's school. <input type="checkbox"/> Our LEA is exploring school wide behavioral supports. <input type="checkbox"/> Our LEA ensures that some behavioral interventions are in place but interventions may not be researched based. <input type="checkbox"/> Our LEA expects behavior issues to be handled by school administrators. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is inconsistent, incomplete, or ineffective. <input type="checkbox"/> Some use of data analysis and assessment to improve safe learning environments and promote student engagement is evident. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for their children's school. <input type="checkbox"/> Our LEA is building behavior support systems at each school which include teaching school wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA is inconsistent in ensuring that schools have a multi-tiered system of support available to all students. <input type="checkbox"/> Our LEA is working towards collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.

COMPONENT 2: Teaching, Learning, and Assessment



2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a **clear instructional vision and deliberate set of student learning outcomes for all students** including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provide curricular and instructional transitions between grades and disciplines within and among LEA schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA process for supporting teachers and principals in the implementation of the state adopted curriculum and instruction frameworks results in rigorous and relevant curriculum, instruction, and assessment in a majority of schools as outlined in our LEA planning documents; (e.g., LCAP). <input type="checkbox"/> Our LEA (curriculum and instruction) framework provides for consistent curricular and instructional transitions between grades and disciplines within and among a majority of LEA schools. <input type="checkbox"/> Our LEA provides additional support for curricular and instructional transition between grades and disciplines within and among most LEA schools, when necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. <input type="checkbox"/> Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks. <input type="checkbox"/> Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all LEA schools, when necessary.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA does not have a curriculum and instruction framework with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. <input type="checkbox"/> Our LEA does not provide support to teachers and principals for implementing in all schools. <input type="checkbox"/> Our LEA provides no support for curricular and instructional transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has developed a curriculum and instruction guide including the core content, grade level benchmarks, instructional strategies, and assessments. <input type="checkbox"/> Our LEA provides inconsistent or infrequent support to teachers and principals for implementing in all schools. <input type="checkbox"/> Our LEA provides inconsistent support for curricular and instructional transition between grades and disciplines at some LEA schools, when necessary.

COMPONENT 2: Teaching, Learning, and Assessment

2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in a majority of schools and especially the low-performing schools. <input type="checkbox"/> A majority of schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. <input type="checkbox"/> Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to a majority of schools if needed. <input type="checkbox"/> Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in some schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools ensure the use of state adopted, standards-aligned curriculum in all of their classrooms. <input type="checkbox"/> All schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. <input type="checkbox"/> Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to all schools. <input type="checkbox"/> Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has provided no resources and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment. <input type="checkbox"/> Our LEA has not established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. <input type="checkbox"/> Our LEA has not monitored the application of state adopted, standards-aligned curriculum, classroom instruction, and assessment at any school. <input type="checkbox"/> Our LEA does not yet have systems in place to monitor culturally responsive teaching and learning to ensure that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA supports processes that result in curriculum aligned to the state adopted standards and assessments, but provides little additional support or training in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices. <input type="checkbox"/> Some schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. <input type="checkbox"/> Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to some schools. <input type="checkbox"/> Our LEA encourages culturally responsive teaching and learning to happen at schools to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

COMPONENT 2: Teaching, Learning, and Assessment

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> All schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Program participation data are examined to verify students are equitably represented in rigorous coursework and educational opportunities. <input type="checkbox"/> LEA clearly articulates expectations and ensures student's academic success is monitored. <input type="checkbox"/> Practices within some schools support high expectations by providing extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools consistently use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities. <input type="checkbox"/> LEA clearly articulates expectations and ensures student's academic success is monitored. <input type="checkbox"/> Practices within each school support high expectations by providing extra scaffolding and support to students who need it.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Few schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Most students are eligible to participate in advanced coursework and educational opportunities. <input type="checkbox"/> Interventions are in place for some students who need additional academic support. <input type="checkbox"/> Little or no practices within schools provide extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Annual data are used to determine the degree to which all students have access to advanced coursework and educational opportunities, and/or interventions. <input type="checkbox"/> LEA clearly articulates expectations and ensures student's academic success is monitored. <input type="checkbox"/> Practices within schools inconsistently provide extra scaffolding and support to students who need it.

COMPONENT 2: Teaching, Learning, and Assessment

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of a majority of schools' implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for a majority of schools. <input type="checkbox"/> Referrals to intervention and Special Education have begun to decrease. <input type="checkbox"/> Most teachers are provided research-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of all of its schools' implementation of research-based instructional strategies, materials, and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for all schools. <input type="checkbox"/> Referrals to intervention and Special Education have decreased significantly or have remained low over time. <input type="checkbox"/> All teachers are provided research-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for some schools. <input type="checkbox"/> Referrals to intervention and Special Education have maintained the same. <input type="checkbox"/> A few teachers have sufficient resources, learning opportunities, and clear expectations that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for some schools. <input type="checkbox"/> Referrals to intervention and Special Education have maintained the same. <input type="checkbox"/> A few teachers have sufficient resources, learning opportunities, and clear expectations that effectively meet the needs of all students in the most inclusive learning environment.

COMPONENT 2: Teaching, Learning, and Assessment

2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA recognizes a need and has a plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. <input type="checkbox"/> Our LEA uses data to identify achievement gaps, and provides some feedback for implementing curriculum, instruction, and other program improvement to support all students. <input type="checkbox"/> Our LEA uses data to provide some support for implementing curriculum, instruction, and other program improvement to support all students. <input type="checkbox"/> Our LEA periodically provides additional resources to support all schools' efforts to close the achievement gap. <input type="checkbox"/> Our LEA is involved and consistently supports a majority of school staff to use a variety of disaggregated student data to make decisions. <input type="checkbox"/> A majority of schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. <input type="checkbox"/> All teachers at most schools collaborate to monitor students' academic progress. <input type="checkbox"/> Universal screening and progress monitoring data are collected and reviewed at most school sites to track student outcomes and improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a formal plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. <input type="checkbox"/> Our LEA uses data to monitor and evaluate the effectiveness of all its schools use of data to identify achievement gaps, and provides some meaningful feedback for implementing curriculum, instruction, and other program improvement to support all students. <input type="checkbox"/> Our LEA monitors and evaluates the effectiveness of all its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. <input type="checkbox"/> Our LEA regularly provides additional resources to support all schools' efforts to close the achievement gap. <input type="checkbox"/> Our LEA is extensively involved and consistently supports all school staff to use a variety of disaggregated student data to make decisions. <input type="checkbox"/> All schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. <input type="checkbox"/> All teachers in each school collaborate to monitor students' academic progress. <input type="checkbox"/> Universal screening and progress monitoring data are collected and reviewed on each school site to track student outcomes and improvement.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA uses minimal or no assessment and/or other data to identify achievement gaps, provide meaningful feedback for curriculum and instruction improvement, to support all students. <input type="checkbox"/> Our LEA is not using data to identify achievement gaps to support schools in identifying targeted areas for curriculum, instruction, and other program improvements. <input type="checkbox"/> Our LEA is not using data to identify priority areas for implementing curriculum, instruction, and improvement for all students. <input type="checkbox"/> Our LEA fails to provide additional resources to support all schools' efforts to close the achievement gap. <input type="checkbox"/> Our LEA is not involved in supporting school staff in using disaggregated student data to make decisions. <input type="checkbox"/> Schools have not reached the level of self-sufficiency in their capacity to make data-based decisions to close the achievement gap. <input type="checkbox"/> Teachers do not collaborate to monitor student's academic progress <input type="checkbox"/> Universal screening and progress monitoring data are not collected nor reviewed to track student outcomes and improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA recognizes the need, and has a process that supports the use of disaggregated student data for school-level decision-making, but the process is applied infrequently or inconsistently at low-performing schools. <input type="checkbox"/> Our LEA uses data to identify achievement gaps, but is infrequent and/or inconsistent with its support to its schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students. <input type="checkbox"/> Our LEA uses data to provide awareness for implementing curriculum, instruction, and other program improvement to support all students. <input type="checkbox"/> Our LEA sporadically provides additional resources to support all schools' efforts to close the achievement gap, including significant and unduplicated student subgroups. <input type="checkbox"/> Our LEA is involved and supports some school staff to use a variety of disaggregated student data to make decisions. <input type="checkbox"/> Some schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. <input type="checkbox"/> Teachers at some schools collaborate to monitor students' academic progress. <input type="checkbox"/> Universal screening and progress monitoring data are collected and reviewed at some school sites.

COMPONENT 2: Teaching, Learning, and Assessment

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> A majority of schools implement a systematic approach to using interventions to meet the needs of struggling students. <input type="checkbox"/> Most schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for most students regardless of eligibility of special education or other student support services. <input type="checkbox"/> A majority of schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a periodic process to monitor interventions for their impact. <input type="checkbox"/> Interventions are consistently modified based on a variety of data sources to meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are consistently modified based on a variety of data sources to meet the learning needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All students in our LEA participate in the general education curriculum of their grade level peers, with the assistance of collaborative learning strategies. <input type="checkbox"/> All schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> All schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has an ongoing process to monitor interventions for their impact and to ensure that every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are consistently modified based on formative data to more effectively meet the learning needs of all students. Extended learning opportunities are consistently modified based on formative data to more effectively meet the learning needs of all students.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Schools have not yet implemented a systematic approach to using interventions to meet the needs of struggling students. <input type="checkbox"/> Schools are exploring the components of multi-tiered system of support for reading and math. Interventions are available for some groups of students. <input type="checkbox"/> Our LEA has not yet implemented a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has not yet developed a process to monitor interventions for their impact. <input type="checkbox"/> Interventions are not modified to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are not modified to more effectively meet the learning needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some schools implement a systematic approach to using interventions to meet the needs of struggling students. <input type="checkbox"/> Schools are building a multi-tiered system of support available for all students in reading and math. Our LEA is providing support to teachers to understand and utilize multi-tiered instructional systems. <input type="checkbox"/> Some schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a sporadic process to monitor interventions for their impact. <input type="checkbox"/> Interventions are considered for modification yearly based on a variety of data sources to meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are considered for modification yearly based on a variety of data sources to meet the learning needs of all students.

COMPONENT 3: Leadership and Governance



3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team ensures LEA policies, resources, and funding will address our LEA's goals and priorities to increase student achievement. <input type="checkbox"/> Our LEA reports student outcome and fidelity data to the school board. <input type="checkbox"/> Our LEA has a policy and process for selecting research-based practices and the selection may involve selected school administrators and teaching staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team, in collaboration with the Board of Education, aligns policies, resources, and funding to our documented LEA goals and priorities, and oversees the impact of those funds. <input type="checkbox"/> Our LEA formally and regularly reports student outcome data to the school board. <input type="checkbox"/> Our LEA has a clear written policy and process for selecting research-based practices and the selection process involves school administrators and teaching staff.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team lacks clear targets and alignment of LEA funds and resources to increase student achievement. <input type="checkbox"/> Our LEA is exploring the relationship of student outcome data and fidelity data and how reporting it to the school board might be accomplished. <input type="checkbox"/> Our LEA does not have a policy nor process for selecting researched-based practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA administrative leadership team targets LEA funds and resources to increase student achievement. <input type="checkbox"/> Our LEA is identifying student outcome and/or fidelity data that needs to be reported and how best to report it to the school board. <input type="checkbox"/> Our LEA has limited policies and processes for selecting research-based practices.

COMPONENT 3: Leadership and Governance

3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building “systems thinking” leaders ensures coherent improvement efforts that impact student and adult learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides structured, regular opportunities for all central office and school building leaders to share best practices. <input type="checkbox"/> Our LEA provides opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. <input type="checkbox"/> Our LEA administrators provide guidance to some site administrators to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides ongoing, focused, research-based learning and leadership development opportunities for all central office and school building leaders. <input type="checkbox"/> Our LEA provides ongoing, focused opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. <input type="checkbox"/> Our LEA administrators provide guidance to site administrators in effective ways to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA encourages learning for school building leaders, but allows administrators to self-select and determine their own learning needs. <input type="checkbox"/> Our LEA provides few or no opportunities for networking amongst leaders. <input type="checkbox"/> Our LEA provides little to no guidance to site administrators to provide feedback to teachers for continuous improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides some opportunities for school building leaders to attend conferences and professional learning sessions. <input type="checkbox"/> Our LEA provides limited opportunities for networking and leaders have limited time to learn from one another. <input type="checkbox"/> Our LEA administrators provide limited guidance to site administrators to provide feedback to teachers for continuous improvement.

COMPONENT 3: Leadership and Governance

3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides structures and supports for School Leadership Teams to be successful. <input type="checkbox"/> Teams meet at least monthly to review school wide academic and behavioral data in order to monitor school progress and make decisions. <input type="checkbox"/> Roles and responsibilities for team members have been defined. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides documented structures and supports for School Leadership Teams to be successful. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. <input type="checkbox"/> Principals receive ongoing support on how to better utilize the expertise of their team members and share leadership. <input type="checkbox"/> School Leadership Teams meet twice a month to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority attend School Leadership Team meetings at least once a month. <input type="checkbox"/> Administrator utilizes the School Leadership Team to set annual goals and monitor effectiveness of the actions set to meet those goals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Although our LEA has encouraged site principals to establish School Leadership Teams, they do not exist at every site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has encouraged and provided structures and supports for School Leadership Teams. <input type="checkbox"/> Site principals are recruiting team members and designing roles and responsibilities. <input type="checkbox"/> A schedule is being drafted for a minimum of monthly meetings.

COMPONENT 3: Leadership and Governance

3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified as facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders at some sites are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building and sustaining teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified and utilized as leaders/facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has little or no evidence of building teacher leadership. <input type="checkbox"/> Teacher leaders are not identified as facilitators. <input type="checkbox"/> Teacher leaders are not considered for areas of leadership involvement within the school or LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has begun acknowledging the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are in development. <input type="checkbox"/> Teacher leaders are identified as facilitators in some collaboration settings. <input type="checkbox"/> Teacher leaders are not considered for areas of leadership involvement within the school or LEA.

COMPONENT 4: Professional Learning for ALL



4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has adopted a single year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. <input type="checkbox"/> The plan has been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has adopted a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. <input type="checkbox"/> The plan has been successfully implemented and is sustained and regularly revised in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is used to monitor the effectiveness of the professional learning plan.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA offers professional learning based on the desires of teachers. <input type="checkbox"/> Professional learning activities are inconsistent and voluntary. <input type="checkbox"/> Data is not used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA offers a variety of professional learning activities but it is not a collaboratively created, standards-based, comprehensive plan reflective of LEA and program priorities that is focused on improving student learning and achievement. <input type="checkbox"/> The activities have been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. <input type="checkbox"/> Data is used to monitor the effectiveness of the professional learning plan.

COMPONENT 4: Professional Learning for ALL

4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides intensive and targeted support of new teachers through orientation and mentoring programs. <input type="checkbox"/> Our LEA monitors the effectiveness of its efforts to improve orientation and mentoring programs. <input type="checkbox"/> Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides intensive and targeted support of new teachers through orientation, coaching, and mentoring programs within their first 2 years of teaching and ongoing as indicated through data or upon educator request. <input type="checkbox"/> Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and coaching, and mentoring programs. <input type="checkbox"/> Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has little or no evidence of an organized system for the orientation and mentoring of new teachers. <input type="checkbox"/> Our LEA does not have a system in place to monitor the effectiveness of its efforts to improve orientation programs. <input type="checkbox"/> Highly effective teachers are not always the ones who are used to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides support of new teachers through orientation programs. <input type="checkbox"/> Our LEA monitors the effectiveness of its efforts to improve orientation programs. <input type="checkbox"/> Highly effective teachers are willing to coach and mentor our newest teachers to ensure strong support for each new teacher.

COMPONENT 4: Professional Learning for ALL

4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA monitors results and revises LEA supports and resources as necessary. <input type="checkbox"/> Collaboration teams periodically collect and analyze data, including student groups, monitor the effectiveness of programs and practices, and make revisions to actions in order to increase student achievement. <input type="checkbox"/> Collaboration teams monthly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA frequently monitors the results of collaborative meetings and revises LEA supports and resources as necessary. <input type="checkbox"/> Collaboration teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement. <input type="checkbox"/> Collaboration teams weekly review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA does not monitor results and revises LEA supports and resources as necessary. <input type="checkbox"/> Collaboration teams do not collect nor analyze data. <input type="checkbox"/> Collaboration teams do not consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA infrequently monitors results and makes changes to LEA supports and resources. <input type="checkbox"/> Collaboration teams sporadically collect and analyze data, including student groups, LEA provides training and/or support for collaboration teams to collect and analyze data on student performance. Teams identify needs with little to no actions or minimal impact on student achievement. <input type="checkbox"/> Collaboration teams quarterly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.

COMPONENT 4: Professional Learning for ALL

4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. <input type="checkbox"/> Our LEA provides resources to principals to implement a multi-tiered system of support that includes preventions and interventions that address the needs of all students. <input type="checkbox"/> Our LEA provides coaching and support on best practices for collaboration and providing feedback to teachers. <input type="checkbox"/> Our LEA provides coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. <input type="checkbox"/> Our LEA ensures site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. <input type="checkbox"/> Our LEA ensures site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA systematically uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. <input type="checkbox"/> Our LEA provides resources and ongoing support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. <input type="checkbox"/> Our LEA provides coaching and ongoing support on best practices for collaboration and providing feedback to teachers. <input type="checkbox"/> Our LEA provides coaching to site and LEA administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. <input type="checkbox"/> Our LEA ensures site and LEA administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. <input type="checkbox"/> Our LEA ensures site and LEA administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides little/no support to administrators and other leaders for instructional leadership. <input type="checkbox"/> Our LEA does not yet support the implementation of a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. <input type="checkbox"/> Our LEA provides little/no coaching and support on best practices for collaboration and providing feedback to teachers. <input type="checkbox"/> Our LEA provides little/no coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. <input type="checkbox"/> Our LEA does not yet have systems in place to support site administrators meeting with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. <input type="checkbox"/> Our LEA does not yet ensure site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA articulates the link between instructional leadership, staff effectiveness, and student achievement to building administrators and provides some support to administrators. <input type="checkbox"/> Our LEA provides little/no differentiated support for implementing a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. <input type="checkbox"/> Our LEA provides some coaching and support to site administrators on best practices for collaboration and providing feedback to teachers. <input type="checkbox"/> Our LEA provides some coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. <input type="checkbox"/> Our LEA is working on creating systems to support site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. <input type="checkbox"/> Our LEA is working on creating systems to support site administrator participation with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.

COMPONENT 4: Professional Learning for ALL

4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the ongoing learning of all principals.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA monitors the effectiveness of its system for the orientation and mentoring of principals to improve the program and address the changing needs of schools. <input type="checkbox"/> Our LEA provides ongoing learning opportunities for principals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of LEA services to administrators. <input type="checkbox"/> Our LEA continually designs and evaluates the impact of professional learning programs and strategies for principals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has little or no evidence of an organized system for the orientation and mentoring of principals. <input type="checkbox"/> No evidence of systematic ongoing learning opportunities for all principals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a system for the orientation and mentoring of new principals, but it is not aligned with the identified goals of our LEA and little monitoring and improvement of the system occurs. <input type="checkbox"/> There are few and inconsistent learning opportunities for principals.

COMPONENT 5: Infrastructure Alignment



5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a comprehensive system of targeted data that can be disaggregated by student groups. The system is user-friendly and accessible. <input type="checkbox"/> Our LEA has a comprehensive system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a systematic and comprehensive documented system of targeted data that can be disaggregated by student groups, is enhanced and improved continuously, and includes structures for stakeholders to access data and provide feedback. The system is user-friendly and accessible. <input type="checkbox"/> Our LEA has a robust system to track behavioral and data and disaggregate it by student group, offense, and consequence.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA does not yet have a comprehensive system for gathering and reporting disaggregated data related to student achievement. <input type="checkbox"/> Our LEA does not yet have a system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a system of targeted data that can be disaggregated by student groups. The system may not be user-friendly and accessible. <input type="checkbox"/> Our LEA has a system to track behavioral data and disaggregate it by student group, offense, and consequence.

COMPONENT 5: Infrastructure Alignment

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a continuous improvement process involving multiple stakeholders who use a variety of data that are disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. <input type="checkbox"/> The system is evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a documented systematic continuous improvement process involving multiple stakeholders who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. <input type="checkbox"/> The system is continuously evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA does not have a process to consistently use disaggregated student data to make decisions related to resource allocations/ adjustments to improve LEA operations and meet critical learning needs of students. <input type="checkbox"/> There is no provision for refining the process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a process to use data. Our LEA uses data that is disaggregated by student groups to make some adjustments based on performance and operational needs. <input type="checkbox"/> The system may be periodically refined to improve resource allocation.

COMPONENT 5: Infrastructure Alignment

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA recruits and places fully credentialed, effective, and experienced teachers in its neediest schools. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA has identified strategies to improve teacher retention. <input type="checkbox"/> Personnel evaluations result in the identification of strengths and areas for improvement. The personnel evaluation and feedback processes are used consistently throughout our LEA for continuous improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA actively recruits and retains highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools. <input type="checkbox"/> Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation processes include multiple sources of information and data.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has little or no evidence that it prioritizes recruitment and placement of its most effective teachers in its neediest schools. <input type="checkbox"/> Personnel evaluation practices have not changed or been evaluated in current years. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA attempts to recruit and place fully credentialed, effective, and experienced teachers in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers. <input type="checkbox"/> Personnel evaluation strive to identify strengths and areas for improvement. The personnel evaluation and feedback processes vary from school to school.

COMPONENT 5: Infrastructure Alignment

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<p><input type="checkbox"/> Our LEA has a process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities.</p>	<p><input type="checkbox"/> Our LEA has a documented ongoing process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows our LEA to more effectively achieve its goals and priorities in its low-performing schools.</p>
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p><input type="checkbox"/> Our LEA has no centralized plan for allocating and coordinating school improvement resources to its low-performing schools. Our LEA frequently turns back funds available for school improvement from state and federal resources.</p>	<p><input type="checkbox"/> Our LEA has attempted to create a centralized plan for coordinating school improvement, but there are gaps in coordination and targeting of funding to the low-performing schools. School improvement funds that are returned or carried over are generally ten percent or less of the original allocation.</p>

COMPONENT 6: Clear & Collaborative Relationships



6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has formal, two-way structure for listening and communicating with stakeholders in all its schools that result in meaningful feedback and building positive relationships. <input type="checkbox"/> Our LEA provides parent information in accessible formats and languages spoken by families in our LEA. <input type="checkbox"/> Stakeholders, including parents and community, have multiple opportunities to exchange ideas in addressing school issues through meetings with leaders. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a documented ongoing, systemic, formal two-way structure for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made. <input type="checkbox"/> Our LEA ensures that critical parent information is readily available in accessible formats and languages spoken by families in our LEA. <input type="checkbox"/> Stakeholders, including parents and community, have regular and consistent opportunities to exchange ideas in addressing school issues through meetings or other reciprocal communications with leaders.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has no formal structures in place to address communication with stakeholders. <input type="checkbox"/> Our LEA provides basic, parent information in most languages spoken by families in our LEA on a limited basis. <input type="checkbox"/> Stakeholders have little/no opportunities to exchange ideas with school leaders. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has an initial plan or informal structures in place to address communication with stakeholders about all its schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders. <input type="checkbox"/> Our LEA provides basic, parent information in most languages spoken by families in our LEA. <input type="checkbox"/> Stakeholders have occasional opportunities to exchange ideas with school leaders.

COMPONENT 6: Clear & Collaborative Relationships

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships between LEA and outside community agencies/ organizations assist with aspects of student learning and success, resulting in increased student performance in all schools. <input type="checkbox"/> Partnerships are occasionally assessed for their impact on student/ school success and are generally responsive to changing needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships between LEA and community agencies/organizations are documented and structured, self-sustaining, and continuously developing with a focus on increasing student performance in all schools. <input type="checkbox"/> Partnerships are regularly assessed for their impact on student/school success and are responsive to changing needs.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has limited or nonexistent partnerships with outside resources and community agencies/organizations to better meet the needs of the schools. <input type="checkbox"/> Partnerships are not assessed for their impact on student/school success, and do not address changing needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has fragmented or informal partnerships with outside resources and community agencies/organizations with little focus on addressing the needs of the students and schools. <input type="checkbox"/> Partnerships are rarely assessed for their impact on student/school success, and are not adjusted to meet changing needs.

COMPONENT 6: Clear & Collaborative Relationships

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. <input type="checkbox"/> Our LEA has policies that encourage parent representation on committees that reflect the composition of the school/LEA student body. <input type="checkbox"/> Most schools in our LEA assess how parents perceive the quality of partnerships with school staff at least once a year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is documented and an ongoing part of our LEA planning and implementing processes. <input type="checkbox"/> Our LEA ensures that parent representation on committees reflects the composition of the school/LEA student body. <input type="checkbox"/> All schools in our LEA assess how parents perceive the quality of the partnerships with school staff two times a year and use the results to improve partnerships.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> There is minimal engagement of parents, students, and other stakeholders, including those representing the groups as part of our LEA planning and implementing process. <input type="checkbox"/> Parent representation on committees is not reflective of the composition of the school/LEA student body. <input type="checkbox"/> Our LEA does not assess parent views on their partnership with our LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. <input type="checkbox"/> Parent representation on committees usually reflects the composition of the school/LEA student body. <input type="checkbox"/> Some schools in our LEA assess how parents perceive the quality of partnerships with school staff.

Additional Resources by Component:

1. Shared Beliefs, Vision, & Mission	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Coherence: The right drivers in action for schools, LEAs, and systems 5. Characteristics of Improved School LEAs (Washington)
2. Teaching, Learning, & Assessment	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Characteristics of Improved School LEAs (Washington)
3. Leadership & Governance	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
4. Professional Learning for All	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of Improved School LEAs 4. Characteristics of School LEAs that Are Exceptionally Effective in Closing the Achievement Gap 5. Coherence: The right drivers in action for schools, LEAs, and systems 6. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 7. High Reliability Organizations in Education
5. Infrastructure Alignment	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
6. Clear & Collaborative Relationships	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Family Engagement Framework (CDE, 2014)

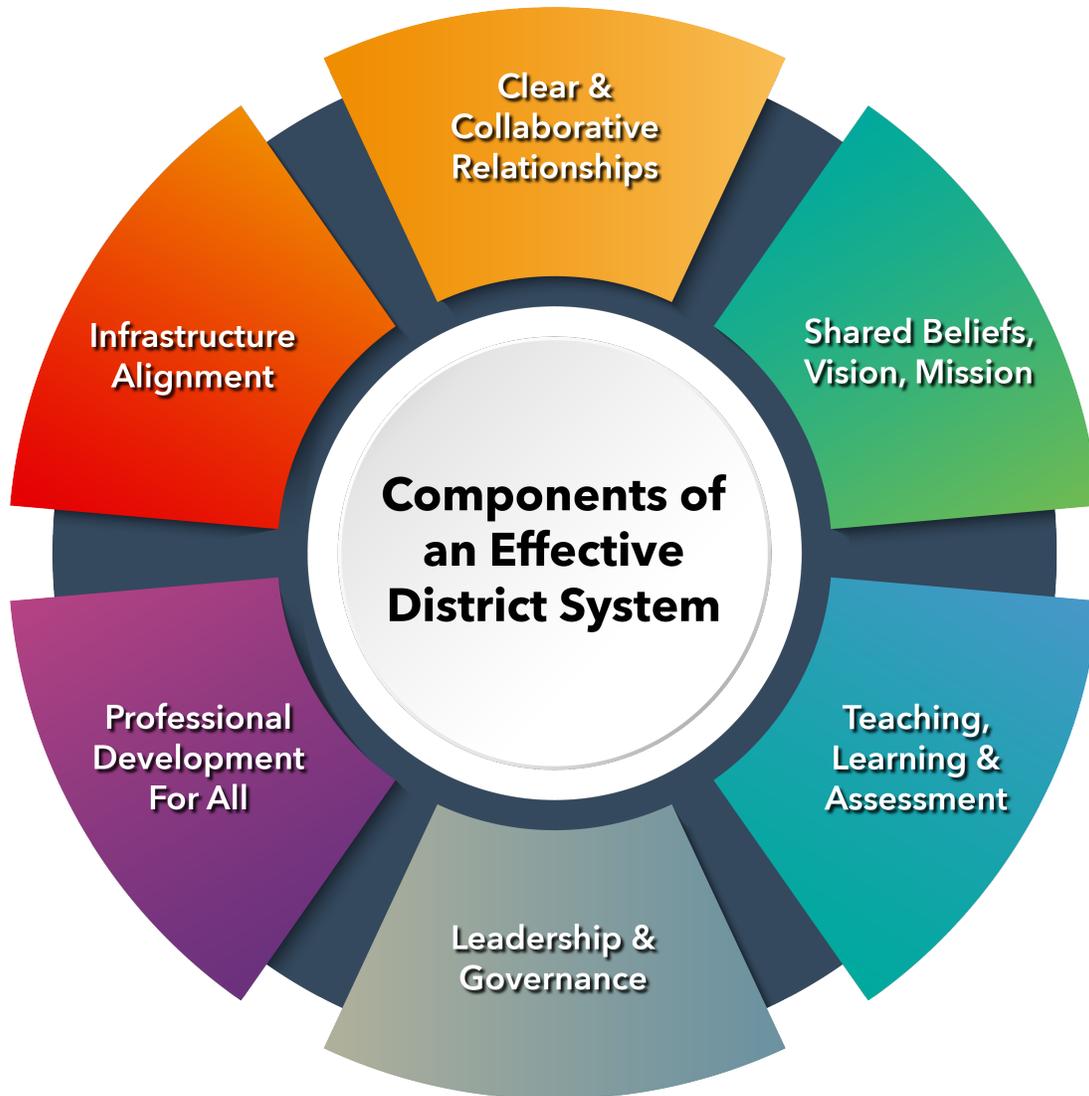
**LEA
Self-Assessment
Abridged** 



The Abridged LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

The Abridged LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource CCSESA
- Michael Fullan's Coherence Framework



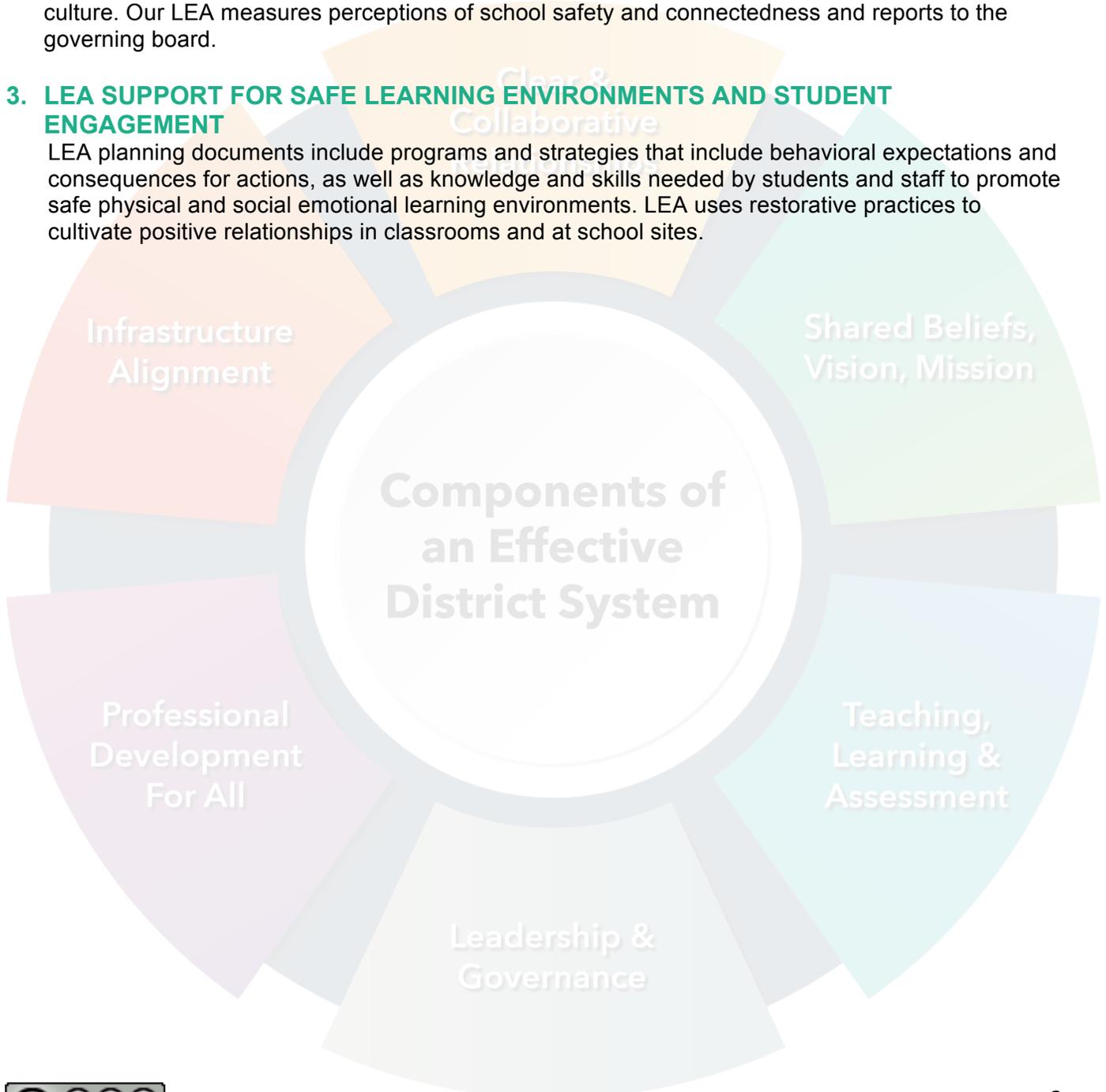
Instructions

LEAs reflect on the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements and reflective questions. Note evidence of the LEA's components of an effective system.

COMPONENT 1: Shared Beliefs, Vision and Mission



- 1. LEA VISION AND MISSION** provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.
- 2. PROMOTION OF POSITIVE SCHOOL CULTURE** reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.
- 3. LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT**
LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.



COMPONENT 2: Teaching, Learning, and Assessment

2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a clear instructional vision and deliberate set of student learning outcomes for all students including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provides curricular and instructional transitions between grades and disciplines within and among LEA schools.

2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

Professional
Development
For All

Teaching,
Learning &
Assessment

Leadership &
Governance

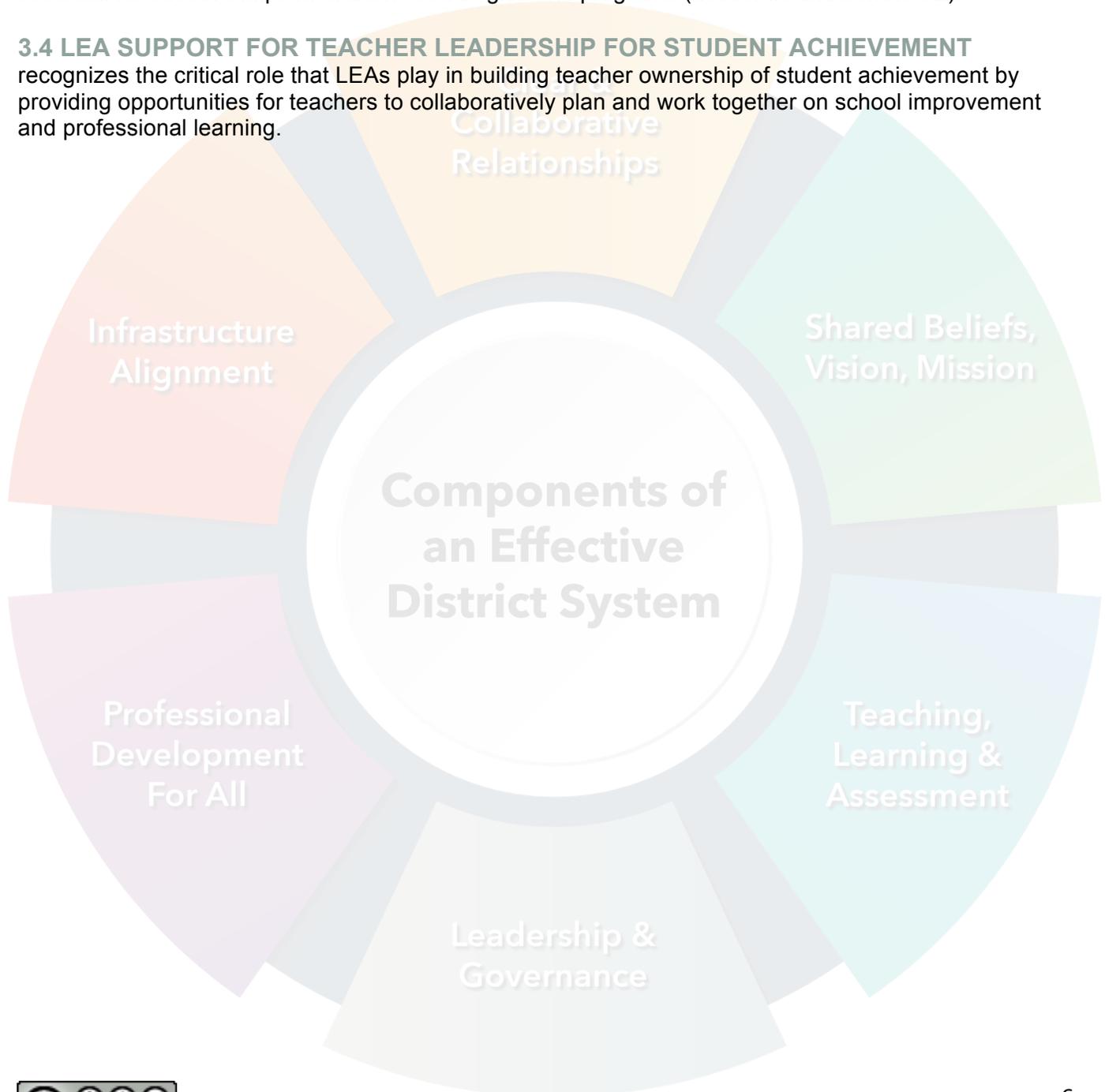
COMPONENT 3: Leadership and Governance

3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board’s critical role in aligning policies, resources, and funding to our LEA’s goals and priorities, and overseeing the impact of those funds.

3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building “systems thinking” leaders ensures coherent improvement efforts that impact student and adult learning.

3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).

3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.



COMPONENT 4: Professional Development for ALL



4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.

4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the on- going learning of all principals.



COMPONENT 5: Infrastructure Alignment

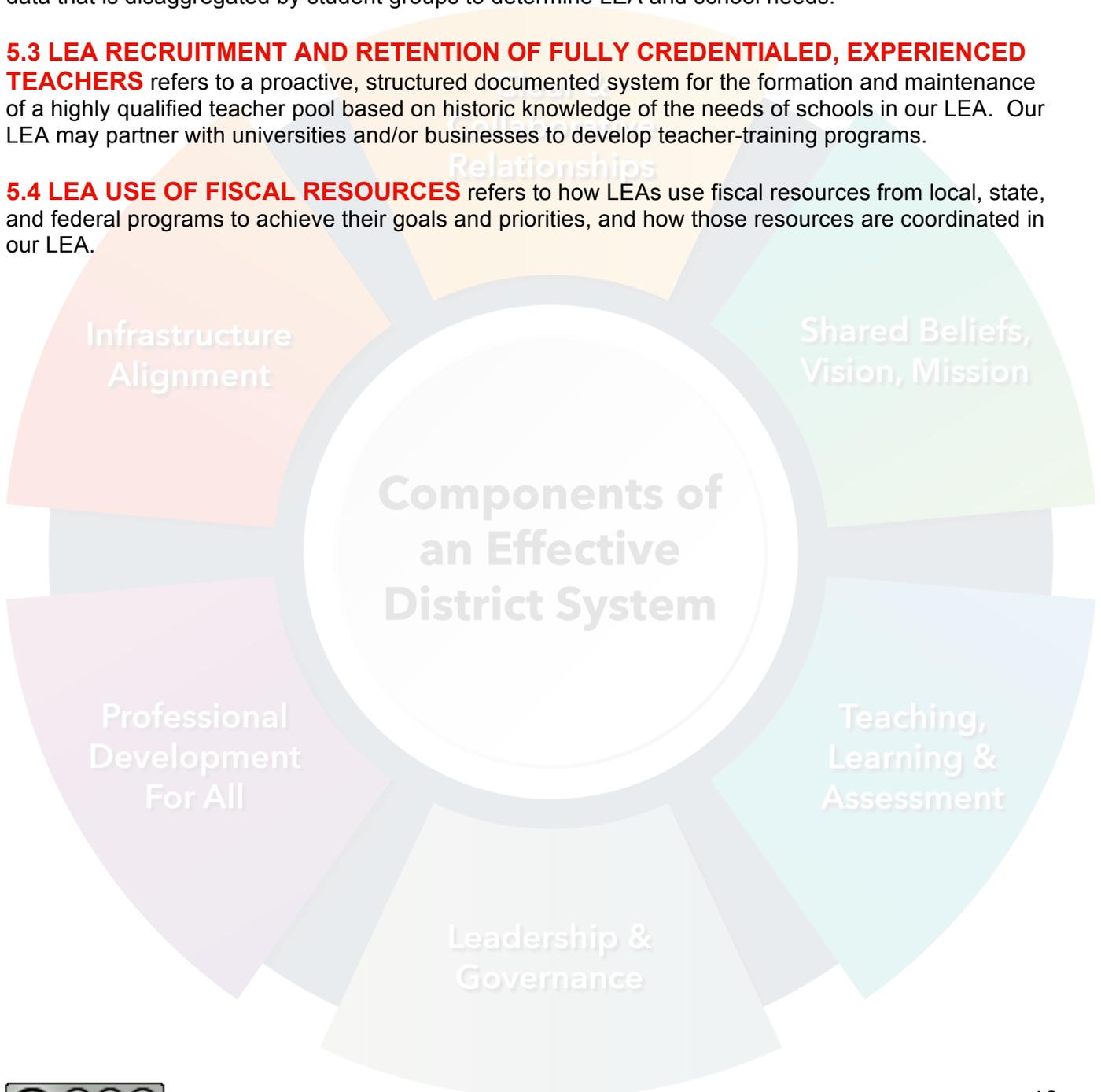


5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.



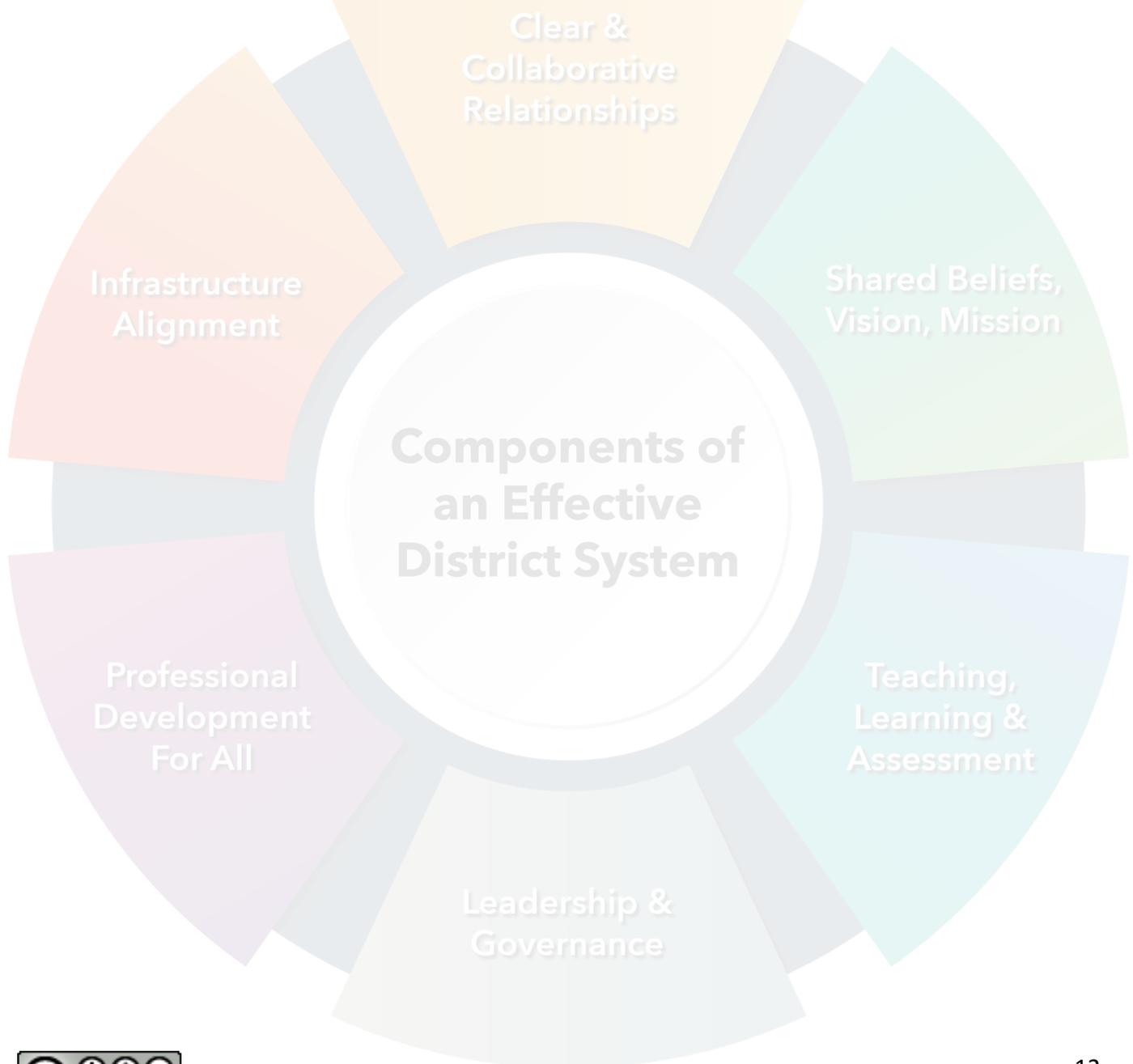
COMPONENT 6: Clear and Collaborative Relationships



6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.





schoolwide
integrated
framework for
transformation

SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3.1 

SWIFT Center

University of Kansas
www.swiftschools.org



SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. Please cite as: SWIFT Center. (2013). SWIFT Fidelity Integrity Assessment. Lawrence, KS: Author.

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

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).

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

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	% of Implementation					
			Item Score		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	%

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	% of Implementation					
			Item Score		Core Feature Score		Domain Score	
Integrated Education Framework	Fully Integrated Organizational Structure	Non-categorical Service Delivery	— / 3	%				
	Positive and Strong School Culture	Full Access for All Students	— / 3	%	— / 6	%		
		Shared Responsibility	— / 3	%				
Family & Community Engagement	Trusting Family Partnerships	Family Opportunities to Participate	— / 3	%	— / 6	%	— / 12	%
		Partnerships with Families	— / 3	%				
	Trusting Community Partnerships	Community Collaboration	— / 3	%	— / 6	%		
		Community Benefits	— / 3	%				
Inclusive Policy Structure & Practice	Strong LEA (e.g., District)/School Relationship	LEA (District) Support	— / 3	%	— / 6	%	— / 12	%
		LEA (District) Addresses Barriers	— / 3	%				
	LEA (e.g., District) Policy Framework	LEA (District) Links Initiatives	— / 3	%	— / 6	%		
		LEA (District) Process for RBP	— / 3	%				
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.

Strong and Engaged Site Leadership – Valued Leadership

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring how a School Leadership Team can function and who will be on the team.</p> <p>The current School Leadership Team meets periodically with representatives of the school.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The School Leadership Team functions well, has plans to continue, and monitors the team's effectiveness.</p>

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.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring the meaning of distributed leadership and what it might look like in our school.</p> <p>Leadership decisions are handled primarily by administrators.</p>	<p>Our school is developing communication structures that foster an open exchange of ideas.</p> <p>Our leaders are figuring out how to delegate authority to members of the school community and empower school teams to contribute to key decisions.</p> <p>The School Leadership Team is planning for family input into school decisions.</p>	<p>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.</p> <p>Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions.</p> <p>Families contribute to core school decisions.</p>	<p>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.</p> <p>Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions.</p> <p>Families contribute to core school decisions.</p> <p>Team functioning and effectiveness of communication are reviewed by the School Leadership Team for continuous improvement.</p>

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.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring instructional coaching practices and how they can best support educators in our school.</p> <p>Professional learning and instructional coaching supports are determined primarily by administrators.</p>	<p>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.</p> <p>We are preparing a data-gathering system to determine the professional learning and support needs of our staff.</p>	<p>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.</p> <p>Coaching includes teaching demonstration, support, and feedback in the classroom.</p> <p>Our school provides professional learning within 2-3 months of a request or need identified by data, and includes input from school community members.</p>	<p>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.</p> <p>Coaching includes teaching demonstration, support, and feedback in the classroom.</p> <p>Our school provides professional learning within 2-3 months of a request or need identified by data, and includes input from school community members.</p> <p>These educational supports have been provided consistently and are reviewed by the School Leadership Team for continuous improvement.</p>

- 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.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>We are exploring methods for using personnel evaluation and feedback to improve instructional practices and increase student outcomes.</p> <p>Personnel evaluation is used primarily to meet compliance requirements and/or for state reporting.</p>	<p>Our school is establishing a personnel evaluation and feedback process focused on improving instructional practices and increasing student outcomes.</p>	<p>Our personnel evaluation results in identification of strengths and specific areas for improvement in teaching and learning.</p> <p>Teachers report that feedback is supportive.</p> <p>Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.</p>	<p>Our personnel evaluation results in identification of strengths and specific areas of improvement in teaching and learning.</p> <p>Teachers report that feedback is supportive.</p> <p>Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.</p> <p>The personnel evaluation and feedback process are used consistently and our School Leadership Team uses the information for continuous improvement.</p>

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 instructions?
- 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.*

Inclusive Academic Instruction - Academic Supports

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>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.</p> <p>We have a core curricula for reading <u>or</u> math. We are unsure if our core curricula are research-based.</p> <p>Advanced interventions for reading and math are only available to students based on eligibility for special education or other student support services.</p>	<p>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.</p> <p>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.</p> <p>Our school is recruiting grade level and special educators to work as a team to monitor students' academic progress.</p> <p>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.</p>	<p>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.</p> <p>Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula.</p> <p>Grade level educators collaborate with special educators to monitor students' academic progress.</p> <p>Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula.</p> <p>Grade level educators collaborate with special educators to monitor students' academic progress.</p> <p>Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions</p> <ul style="list-style-type: none"> • 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. <p>School Leadership Team reviews MTSS for reading and math for continuous improvement.</p>

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.

Inclusive Academic Instruction – Academic Instruction

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>Our school is exploring</p> <ul style="list-style-type: none"> the components of Universal Design for Learning (UDL) differentiated instruction flexible grouping <p>Educators in our school have varied levels of knowledge and experience with the components of UDL, differentiated instruction, and/or flexible grouping.</p>	<p>Our school is supporting teachers to understand and utilize the principles of UDL, differentiated instruction, and flexible grouping to maximize student engagement and performance.</p> <p>Our school is developing procedures to use the principles of UDL, differentiated instruction, and flexible grouping to support instruction and curricula.</p> <p>Our school is investigating ways to monitor the use and effectiveness of UDL, differentiated instruction, and flexible grouping.</p>	<p>Our school's instruction and curriculum are based on the principles of UDL.</p> <p>Our teachers know how to further differentiate instruction based on their students' performance and instructional needs.</p> <p>Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning.</p> <p>Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping.</p> <p>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.</p>	<p>Our school's instruction and curriculum are based on the principles of UDL.</p> <p>Our teachers know how to further differentiate instruction based on their students' performance and instructional needs.</p> <p>Our school consistently uses flexible grouping of students to maximize student engagement and participation in learning.</p> <p>Our school expects and supports educators to plan for the use of UDL, differentiated instruction, and flexible grouping.</p> <p>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.</p> <p>The School Leadership Team reviews use of UDL, differentiated instruction, and flexible grouping for continuous improvement.</p>

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.*

Inclusive Academic Instruction – Data-based Decision Making (Academic)

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>Our school is exploring universal screening and progress monitoring tools for reading and math.</p> <p>Our school is exploring systems to organize schoolwide and student-level data.</p> <p>Instructional decisions are determined primarily by administrators and based predominantly on state assessment data or pre-planned curricula.</p>	<p>Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data.</p> <p>Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data.</p> <p>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.</p> <p>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</p>	<p>Universal screenings are in place for both reading and math and conducted three times a year.</p> <p>Progress monitoring data are gathered to check our students' improvement.</p> <p>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.</p> <p>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.</p>	<p>Universal screenings are in place for both reading and math and conducted three times a year.</p> <p>Progress monitoring data are gathered to check our students' improvement.</p> <p>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.</p> <p>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.</p> <p>A well-functioning data system informs our MTSS for reading and math and the School Leadership Team reviews it for continuous improvement.</p>

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.*

Inclusive Behavior Instruction - Behavior Prevention

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

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.*

Inclusive Behavior Instruction - Behavior Intervention

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring universal behavioral supports.</p> <p>We have some behavioral interventions in place. We are unsure if our interventions are research-based.</p> <p>Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services.</p> <p>Behavior issues are handled primarily by administrators.</p>	<p>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.</p> <p>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.</p> <p>Our school is recruiting grade level and special educators to work as a team to monitor students' behavioral progress.</p> <p>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.</p>	<p>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.</p> <p>Interventions for behavior are matched by function and intensity to student need, and interventions</p> <ul style="list-style-type: none"> • 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. <p>Our school as Behavior Intervention Plans (BIP) that</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Interventions for behavior are matched by function and intensity to student need, and interventions</p> <ul style="list-style-type: none"> • 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. <p>Our school as Behavior Intervention Plans (BIP) that</p> <ul style="list-style-type: none"> • 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. <p>Well functioning multi-tiered interventions for behavior are in place and the School Leadership Team reviews them for continuous improvement.</p>

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.*

Inclusive Behavior Instruction - Data-based Decision Making (Behavior)

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring universal screening and progress monitoring tools for behavior.</p> <p>Our school is exploring systems to organize schoolwide and student-level behavioral data.</p> <p>Instructional decisions for behavior are based primarily on individual teacher anecdotal reports.</p> <p>Behavior interventions are determined primarily by administrators.</p>	<p>Our school is investigating universal screening tools for behavior. We are supporting teachers to understand and utilize universal screening tools and data.</p> <p>Our school is investigating progress monitoring tools for behavior. We are supporting teachers to understand and utilize progress monitoring tools and data.</p> <p>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.</p> <p>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</p>	<p>Universal screenings are in place for behavior and conducted three times per year.</p> <p>Progress monitoring data are gathered to check student improvement</p> <p>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.</p> <p>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.</p>	<p>Universal screenings are in place for behavior and conducted three times per year.</p> <p>Progress monitoring data are gathered to check student improvement</p> <p>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.</p> <p>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.</p> <p>A comprehensive data system is in place for monitoring behavior and the School Leadership Team reviews it for continuous improvement.</p>

- How do we know?**
- Universal screening data collected at least annually
 - Does our school have a universal screener for behavior to proactively provide supports for students at risk?
 - Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
 - Does our school measure and monitor fidelity of Tier II and III behavior supports?
 - Review grade-level or instructional support team meeting minutes
 - Do school teams review behavior data as well as academic data together to understand student performance?

(continued)

- 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?



5.1 All students in our school participate in the general education curriculum instruction/activities of their grade level peers.

Main idea: All students, even those with the most extensive support needs, will be more successful when they learn in the general education classroom with their same-age grade level peers.

Fully Integrated Organizational Structure - Tier I Instruction for All

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>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.</p> <p>Paraeducators who are assigned to support students with IEPs are primarily responsible for delivering that student's instruction.</p> <p>Paraeducators do not participate in collaborative team planning and are not included in professional learning offered to general and special educators.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Our school is reviewing and rearranging paraeducators' schedules to include them in professional learning and collaborative team processes.</p> <p>Educators are being trained so that paraeducators can work with all students in grade level classrooms.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators.</p> <p>Teachers have scheduled time to collaborate for instructional planning.</p>	<p>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.</p> <p>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.</p> <p>Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators.</p> <p>Teachers have scheduled time to collaborate for instructional planning.</p> <p>A comprehensive system for monitoring integrated structures is in place and the School Leadership Team reviews it for continuous improvement.</p>

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.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is working to understand what “non-categorical” services are and investigating the need for non-categorical service delivery.</p> <p>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.</p> <p>Personnel titles and building signage are based on service categories.</p> <p>Our school does not have a policy related to non-categorical service delivery.</p>	<p>Our school assigns tasks and develops plans to deliver non-categorical services.</p> <p>Our school is planning or has begun to train all educators for the non-categorical service delivery.</p> <p>A team or person is reviewing possible policy items to be included in the non-categorical service delivery.</p>	<p>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.).</p> <p>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).</p> <p>Our service, language use, and building practices reflect the non-categorical service delivery policy.</p>	<p>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.).</p> <p>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).</p> <p>Our service, language use, and building practices reflect the non-categorical service delivery policy.</p> <p>School Leadership Team monitors and reviews non-categorical service delivery practices and policy for continuous improvement.</p>

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?



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
<p>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.</p> <p>Our school is exploring how to provide equal opportunities for all students to participate in grade level classroom and extracurricular learning activities.</p> <p>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.</p>	<p>Our administrators and/or School Leadership Team are preparing a document showing essential components of collaborative teaching strategies.</p> <p>All schedules are being reviewed to apply collaborative teaching for some portion of the day in all classrooms and intervention sessions.</p> <p>Educators are receiving training and resources regarding collaborative teaching strategies.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>School Leadership Team monitors collaborative teaching methods and access to extracurricular activities and reviews them for continuous improvement.</p>

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?



6.2 All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in our school.

Main idea: Culture is central to learning. Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximizes learning opportunities and makes instruction relevant for students.

Strong and Positive School Culture - Shared Responsibility

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is discussing how to engage all adults in the building in the teaching and learning process. Some personnel such as security guards, janitorial staff, or administrative assistants are not a part of the teaching and learning process at all and do not have any shared responsibility for student academic and/or behavior outcomes.</p> <p>Our school is exploring the benefits of culturally responsive practices. Our educators are not fully aware of the influence of cultural background of students on teaching and learning in both academic and behavior areas.</p> <p>No evaluation has been conducted to check our culturally responsive practice status.</p>	<p>Our school is modifying job descriptions and policies to actively engage all adults in the school community in the teaching and learning process.</p> <p>Educators are learning about culturally responsive practices and their importance in the student outcomes. Tasks are assigned to a team or person to find essential features of successful culturally responsive practices in such areas as leadership, policy, family involvement, curriculum, teaching and learning, behavior supports, etc.</p> <p>An evaluation tool selection process is underway to effectively monitor our improvement on culturally responsive practices.</p>	<p>All adults in our school are actively involved in social and/or academic instruction of students. A formal policy indicates that all faculty and staff in the school have defined responsibilities for all students in the school. Job descriptions for faculty and staff indicate defined responsibilities for student outcomes.</p> <p>Culturally responsive practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. The school assesses for culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices.</p>	<p>All adults in our school are actively involved in social and/or academic instruction of students. A formal policy indicates that all faculty and staff in the school have defined responsibilities for all students in the school. Job descriptions for faculty and staff indicate defined responsibilities for student outcomes.</p> <p>Culturally responsive practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. The school assesses for culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices.</p> <p>The School Leadership Team monitors culturally responsive practices and shared responsibility for student outcomes throughout the entire school community and reviews these data for continuous improvement.</p>

How do we know?

- Culturally responsive practices assessment results
 - Does our school assess the status of culturally responsive practices and plan actions to improve it?
- Educator job descriptions
 - Are all educators in our building responsible for all students (regardless of IEPs)?
 - Are all adults including non-instructional educators responsible for all students' academic and/or behavior outcomes with a formal policy or a job description?



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.

Trusting Family Partnerships - Family Opportunities to Participate

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>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.</p> <p>Our school conducts a parent survey; however, the results do not provide enough information and/or we have not reviewed and discussed the results.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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).</p>	<p>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.</p> <p>Family surveys are administered at least twice a year. School Leadership Team reviews and incorporates results into school governance.</p> <p>Our school has systematic procedures for providing information to families about:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Family surveys are administered at least twice a year. School Leadership Team reviews and incorporates results into school governance.</p> <p>Our school has systematic procedures for providing information to families about:</p> <ul style="list-style-type: none"> • 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. <p>School Leadership Team monitors family participation and reviews for continuous improvement.</p>

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?



7.2 All personnel in our school understand the importance of building positive partnerships with their students' families.
 Main idea: *Positive family-school partnerships result when educators intentionally seek family input on the school's educational practices and include family members on school teams and committees.*

Trusting Family Partnerships - Partnerships with Families

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring how to evaluate the quality of partnerships with families. We have not formally evaluated families' perceived quality of partnership with our educators and staff. We have conducted a family survey; however, the quality of partnership is not well captured by the survey questions.</p>	<p>Our school assigns tasks to a team or person to define major indicators of quality for our partnership with families (e.g., school-parent communication, volunteer opportunities, school-decision making) and develops a method to evaluate those from a family perspective.</p> <p>Existing family survey questions are being reviewed to make sure that the defined indicators of quality for family partnership are well measured, and additional survey items are being developed as needed. Other data collection methods (e.g., discussion log at parent organizations, educator reported parent concerns) are also being considered.</p>	<p>All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been incorporated in school governance decisions.</p> <p>Our school assesses how families perceive the quality of the partnerships with educators and school staff two times a year and uses the results to improve our partnership with families.</p>	<p>All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been incorporated in school governance decisions.</p> <p>Our school assesses how families perceive the quality of the partnerships with educators and school staff two times a year and uses the results to improve our partnership with families.</p> <p>The School Leadership Team monitors the quality, frequency, and use of families' perceptions and input and reviews results for continuous improvement.</p>

How do we know?

- Quality partnership assessment results (family perception of the quality of partnership)
 - Does our school have a system that all families have equal opportunities to participate in committees and school teams for school governance?
 - Does our school assess the quality of family partnership and use the data to improve it?



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
<p>Our school does not have any community partners or has community partners but without systematic resource utilization.</p> <p>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.</p>	<p>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.</p> <p>Evaluation of overall effectiveness of the partnership is being developed. We are identifying indicators to monitor the effectiveness of community partnerships.</p>	<p>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.</p> <p>According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs.</p>	<p>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.</p> <p>According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs.</p> <p>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.</p>

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?



8.2 Our school offers various resources to benefit the surrounding community.

Main idea: *The whole community benefits when the school shares resources (e.g., space, technology) and engages community members as volunteers.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring how to open school resources and facilities to the public and benefit community members. We may have ways for community members to use school facilities; however, the request procedure is not clear and/or accessible for community members.</p> <p>Our school currently does not provide volunteer opportunities or our volunteer training has not been provided with clear guidelines and materials. We have not yet developed a volunteer handbook.</p>	<p>Our school is reviewing current community use of school facilities. We are identifying what space and facilities will be available. Our request procedure is being modified (or newly developed) to increase public access and improve the management system.</p> <p>Our school has assigned tasks to a team or person to identify volunteer areas and necessary training. We are developing new volunteer training or training materials, including a volunteer handbook.</p>	<p>Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers.</p>	<p>Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers.</p> <p>The School Leadership Team monitors the use of school resources by the community and the nature of those community partnerships and reviews results for continuous improvement.</p>

How do we know?

- School space and resource availability for community use
 - Are our school space and facilities open to community use?
- School activities to train volunteers
 - Does our school train volunteers? Have we developed a handbook?



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.*

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

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school, in collaboration with our district, is exploring how to best align and accelerate implementation of SWIFT in our school.</p> <p>Our district has not yet established effective communication procedures between the district and our school regarding implementation of SWIFT.</p> <p>Our district does not yet have a representative who regularly attends our School Leadership Team meetings.</p> <p>Our district is exploring the relationship of outcome and fidelity data; and how reporting it to the school board might be accomplished.</p>	<p>Our district and school administrators are collaboratively working on establishing a district support system.</p> <p>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.</p> <p>Methods are being developed by the district to assess professional learning needs.</p> <p>The district is developing a strategic plan to guide communication development and education.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board.</p> <p>Our School and District Leadership Teams monitor SWIFT implementation for continuous improvement.</p>

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?



9.2 Our LEA (District) addresses and removes policy and other barriers to success.
 Main idea: *The school district uses a systematic procedure to review policy barriers and fidelity of implementation, and to address barriers and/or change policy to promote the successful implementation of evidence-based practices at the school level.*

Strong LEA (District) /School Relationship -
LEA (District) Addresses Barriers

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our district, in collaboration with our School Leadership Team representative(s), is exploring the need for a systematic procedure to address possible policy changes or other barriers to SWIFT implementation.</p> <p>Our school has encountered some policy or barriers to effective SWIFT implementation. However, we have no formal procedure to address those issues.</p>	<p>Our district, in collaboration with our School Leadership Team representative(s), is developing capacity and/or refining procedures to deal with policy issues and other barriers to implementing SWIFT.</p> <p>Our district SWIFT Leadership Team is reviewing SWIFT domains/core features and school action plans to identify possible policy barriers to implementation.</p>	<p>Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful and includes building Leadership Team representative(s).</p>	<p>Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s).</p> <p>Our district monitors and reviews the process for changing policy and for addressing barriers to school implementation of SWIFT. The process is examined as part of continuous improvement efforts.</p>

How do we know?

- A procedure to address policy and other barriers
 - Does our LEA have a formal procedure to change policies and remove barriers for SWIFT implementation with school building administrators?



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
<p>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.</p> <p>Our district hasn't planned extension of SWIFT implementation to other schools.</p>	<p>Our district is developing formal processes for one or all of the following:</p> <ul style="list-style-type: none"> 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. <p>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).</p> <p>Our district is reviewing and summarizing successful SWIFT implementation cases.</p> <p>Our district is developing a plan for extension of SWIFT implementation.</p>	<p>Our district has a formal process for each of the following:</p> <ul style="list-style-type: none"> 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. <p>School Leadership Team representative(s) are incorporated in each of these processes.</p> <p>A clear formalized plan exists to extend successful SWIFT feature implementation to other schools.</p>	<p>Our district has a formal process for each of the following:</p> <ul style="list-style-type: none"> 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. <p>School Leadership Team representative(s) are incorporated in each of these processes.</p> <p>A clear formalized plan exists to extend successful SWIFT feature implementation to other schools.</p> <p>The above processes are monitored and reviewed for continuous improvement by school and district administrators.</p>

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?



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

Main idea: By using multiple data sources, including input from school-based staff, to select research-based practices and provide professional learning opportunities to school-based educators, the practices and training will result in meaningful change in instruction for the benefit of all students.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district is exploring the benefit of a policy and process to select research-based instructional practices. Our district does not have or does not fully utilize a formal procedure to select research-based practices or our school is not aware of or involved in the process.	Our district is developing a policy and process for selecting research-based practices. The process involves school administrators to solicit input and feedback.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators. This policy and process are monitored and reviewed for continuous improvement by school and district administrators.

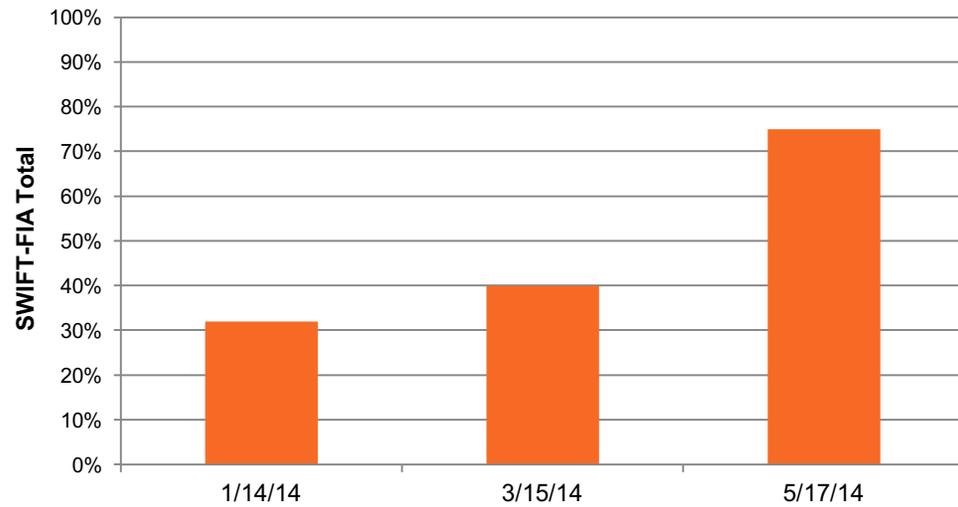
How do we know?

- Review a procedure for selecting research-based practices
 - Does our district, in collaboration with school building administrators, have a formalized procedure to select research-based practices?
- Review district reports
 - Does our district proactively review our school data to provide supports?

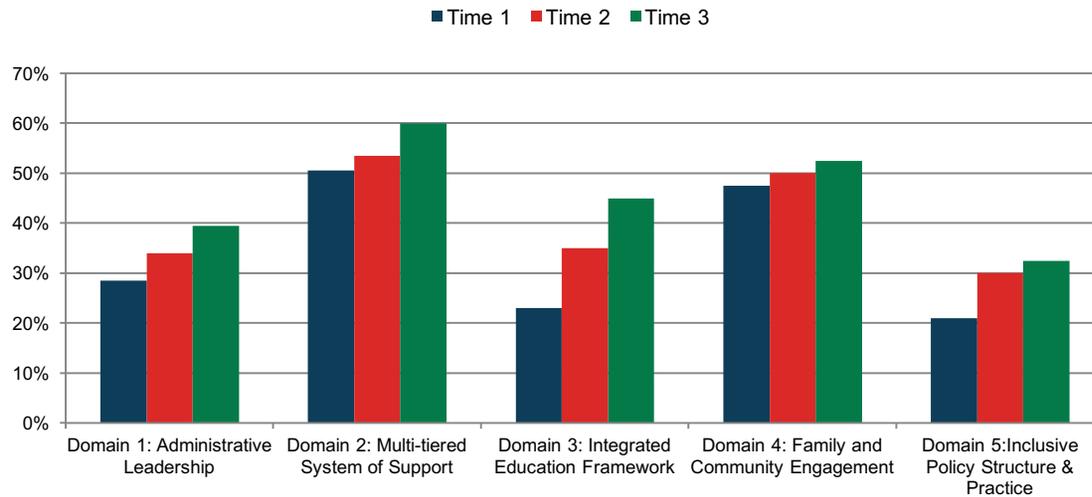
SWIFT-FIA Scoring Example

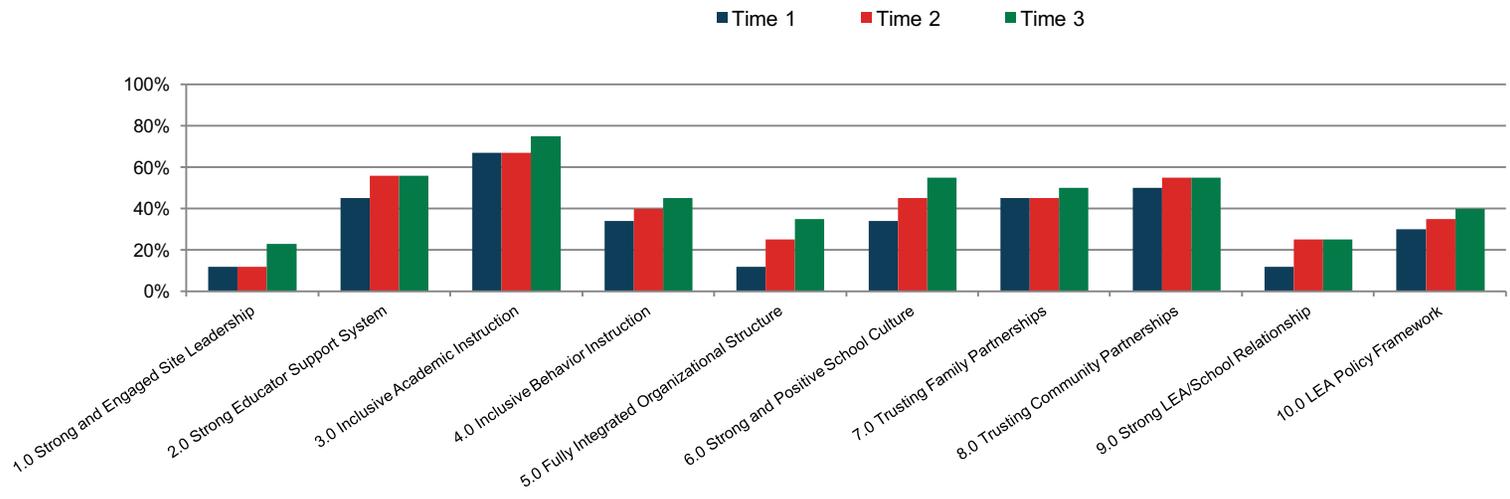
SWIFT Domains	SWIFT Core Features	SWIFT FIA Items / Improvement Areas	% of Implementation					
			Item Scores		Core Feature Scores		Domain Scores	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	2 / 3	67 %	3 / 6	50 %	7 / 12	58 %
		Empowered Decision Making	1 / 3	33 %				
	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 %				
Integrated Organization	Fully Integrated Organizational Structure	Tier I Instruction for All	1 / 3	33 %	0 / 6	0 %	4 / 12	33 %
		Non-categorical Service Delivery	0 / 3	0 %				
	Positive and Strong School Culture	Shared Professional Learning Experiences	2 / 3	67 %				
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 %	

Summarized results can provide graphic display of total, core feature, and each SWIFT-FIA item scores. The figure below shows an example chart for improvement in the SWIFT-FIA total score across time.



The figures below provide examples of the progress display on domains and core features across time.





SWIFT-FIA ACTION PLANNING

Core Features	FIA Items / Improvement Areas	Actions/Goals	Responsible Person(s)	Resources	Timeline	Improvement Priority
Strong and Engaged Site Leadership	1.1 Valued Leadership	a. b.				Very High High Low Very Low
	1.2 Empowered Decision	a. b.				Very High High Low Very Low
Strong Educator Support System	2.1 Coaching & Learning	a. b.				Very High High Low Very Low
	2.2 Personnel Evaluation	a. b.				Very High High Low Very Low
Inclusive Academic Instruction	3.1 Academic Supports	a. b.				Very High High Low Very Low
	3.2 Academic Instruction	a. b.				Very High High Low Very Low
	3.3 Data-based Decision (academic)	a. b.				Very High High Low Very Low
Inclusive Behavior Instruction	4.1 Behavior Supports	a. b.				Very High High Low Very Low
	4.2 Behavior Instruction	a. b. c.				Very High High Low Very Low

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

Core Features	FIA Items / Improvement Areas	Actions/Goals	Responsible Person(s)	Resources	Timeline	Improvement Priority
	9.2 LEA Addresses Barriers	a. b.				Very High High Low Very Low
LEA (e.g., District) Policy Framework	10.1 LEA Links Initiatives	a. b.				Very High High Low Very Low
	10.2 LEA Process for RBP	a. b.				Very High High Low Very Low



SWIFT Fidelity Integrity Assessment (FIA) Administration Checklist

Name	Y=Yes N=No		
Observation Date	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-pollled 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 SWIFT FIA Score Tracking Tool 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

Empathy Interviews Protocol

Date:	
Interviewer:	Department:

Guidelines

The purpose of these interviews is to make our system visible. As a result, you want to probe and listen for:

- Component parts of the system: processes, activities, actors, resources, etc.
- Linkages or points of connection among the parts of the system; where the various parts of the system interact
- “Pain points”: Concrete examples of bottlenecks and breakdowns in the flow of information (e.g. mixed messages) and/or resources, where and why they happen, how people manage or resolve these pain points
- Evidence used in making claims—push for specific examples if making more broad and blanketed statements

I. Introduction

- *The focus of this interview is to learn more about LEA’s support for site leaders to engage in instructional leadership work. Our goal is get a clearer picture of how the central office supports site leaders, and how it might be redesigned to better align, streamline, and improve their services in supporting site leaders around their improvement efforts.*
- *This interview will be kept confidential. Your name and any other identifiers (e.g. school) will not be used in any documents. We want to get your honest and open reflections about your work in the LEA.*

II. Background

- What is your role? What are the primary programs you are responsible for or working on?

III. Central Office Support for Site Leaders

- In what ways do you support site leaders to engage in instructional leadership practices to improve teaching and learning?
- Describe how your position supports building the individual capacity of site leaders.
- What are the greatest challenges that you face in supporting site leaders? What have been some of the greatest successes?

IV. Support Deep Dive

- Select one of the ways that you have supported instructional leadership to improve teaching and learning at the site around focused improvement efforts.
- How did this become an area of focus for supporting instructional leadership??
 - *Probe:* What was the decision-making process?
 - *Probe:* What has been the results of this support?
- How has this played out in the LEA?
 - *Probe:* What were the main activities associated with this support?
 - *Probe:* Who/how many is involved in this support (at LEA and school level)?
 - *Probe:* What would you identify as the “pain points” of providing this support to principals?
- What are some challenges you’ve encountered?
- What were some of the “lessons learned” in implementing this type of support?



-
- How has it impacted teacher practice and student outcomes? What would you expect to see happening in schools/classrooms as a result of this work?
 - What evidence or data do you use to know if the support is meeting the site leaderships' needs? That it is playing out in the way you had expected?
 - What percentage of your time do you spend in a given week on directly supporting site leadership? Others who are involved?
 - What other programs and supports does the LEA provide with regard to site instructional leadership?
 - Is there anything else you would like to share?

Empathy Interview Tips

Goal: To gain a deeper understanding of a user's experience of the issue or problem you are working on.

Norms for Empathy Interviews:

- Safety first!
- Seek to understand, not confirm
- Ask once, clearly
- PROBE: "Tell me more..." "What was that like for you?"

Prep for Interviews:

What questions could you ask a student/teacher/stakeholder to understand their experience of your group's problem/issue, and the root causes contributing to it?

- *Question Selection/Brainstorm:* Individually, review the questions below. Adapt these or generate a few questions of your own.
- *Share & Organize:* As a group, identify/organize your top 5-6 questions. Will they help you understand what makes X challenging, or when students experience success (i.e. the possible root causes you need to address)?
- *Predict & Plan:* Each person shares one thing they think they will hear. If you are doing the interview with a partner, decide who will interview and who will take notes.

Consider these possible Empathy Interview Questions:

- Tell me about a time where you felt successful in X...
 - Why do you think you were successful?
 - What did you do?
 - What did others do? (your teacher, your classmates, your family, your friends)
- Tell me about a time when X was hard...
 - How did that feel?
 - What did you do?
 - Why was that hard?
 - What do you wish would have happened?
 - What would have helped?
- What advice would you give another student/person about X?
- What advice would you give to me about X?
- What do you wish others knew about X?
- If you could describe how you feel about X in one word, what is it?
- Draw me a picture of what you think about when you hear X... (then "Tell me about what you drew.")

Conduct Interview: (15-30 minutes)

Ask questions and take notes or record interview.

Reflect on Interview:

What did we hear? What was this user's perspective on the issue/problem? What are we learning about the root causes that contribute to the problem?

5 Whys Protocol

Objective: To identify actionable root causes of problems.

For each hypothesis that the team(s) are working on, ask the team to ask why the hypothesis exists. The team's answer is recorded in the first Why column. That response becomes the statement that Why 2 focuses on. The process is repeated four more times, with each subsequent answer recorded in the next row and serving as the basis for the next Why question.

Problem:			
	Hypothesis 1:	Hypothesis 2:	Hypothesis 3:
Why?			

Curtis & City, *Strategy in Action: How School Systems Can Support Powerful Learning and Teaching* (2010)

Childress & Marietta, "A Problem-Solving Approach to Designing and Implementing a Strategy to Improve Performance," *Public Education Leadership Project, Harvard University, June 12, 2008.*



Fishbone Diagram Protocol

The purpose of this protocol is to arrive at a deeper understanding of the problem we are trying to solve (before jumping to solutions).

(Groups of 4-6 people / 45 minutes)

Norms:

- **Avoid Solutionitis**... the goal is to understand the issue, not solve it (yet)
- **“Yes and”**... the goal is to generate lots of ideas, and not fixate on one
- **Embrace “definitely incomplete; possibly incorrect”**
- **Share the air**

1. Generating our Problem Statement (5-7 minutes)

- *Individual*: What is the problem we need to solve? See if you can express the problem in one sentence.
- *Whip*: Share problem statements.
- *Group*: Choose one or create a new one (without getting hung up on the perfect wording). Write your group’s problem statement at the “head” of your fishbone diagram.

2. Initial Brainstorm of Causes (5-7 minutes)

Based on your work digging into the problem (i.e. empathy interviews, observations, relevant data, research, etc.) and your own ideas/experiences, *individually brainstorm* as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it. *For meaty “big” topics, it can help to ask a chain of “why?”.*

3. Share & Categorize (15-20 minutes)

- *Whip*: Each person shares one cause contributing to the problem. Each person shares one cause contributing to the problem. If others have a similar cause, you can start to group those post-its together on your poster.
- *Continue to share* your initial brainstorm, building on each other’s ideas and adding new causes we think contribute to the problem. Write those on post-its too.
- *Cluster on your Poster*: Group related causes together, and give each category a title. (The stuff on the post-its are the details/bones on the fishbone).

4. Post & Reflect (5 minutes)

Post your poster to the wall. Does your diagram capture the root causes you think are important? Anything missing? Then *each person* gets to vote with *one heart* and *one star*:

- *High Leverage*: Put a **heart** by the factor, that if addressed, you think would have a significant impact on the problem.
- *Practical*: Put a **star** by factor that is within your control, that your team could address with little effort.

This protocol has been adapted from one developed by the High Tech High GSE Center for Research on Equity and Innovation.

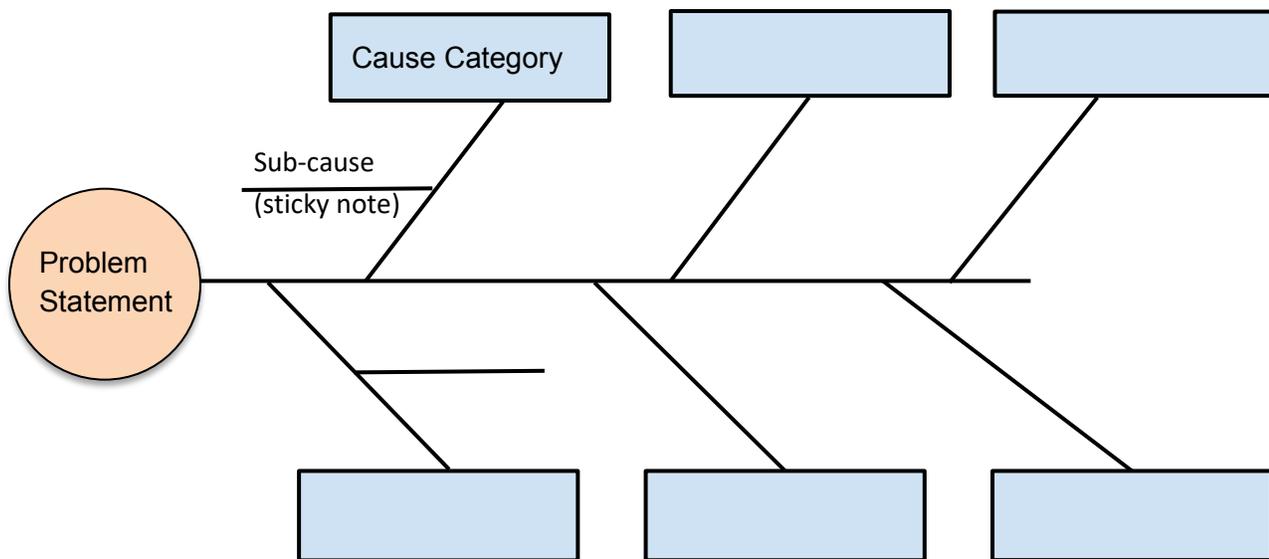


Fishbone Diagrams

Causal system analysis is a process that results in identifying the potential root causes of problematic outcomes. A **fishbone diagram** is one tool used to collect, organize, and summarize the group's current knowledge about potential causes of problematic outcomes or variation in outcomes. It often utilizes an affinity protocol to access the group's non-judgmental ideas and helps teams focus on the important underlying causes instead of jumping to solutions.

Components of Fishbone Diagrams

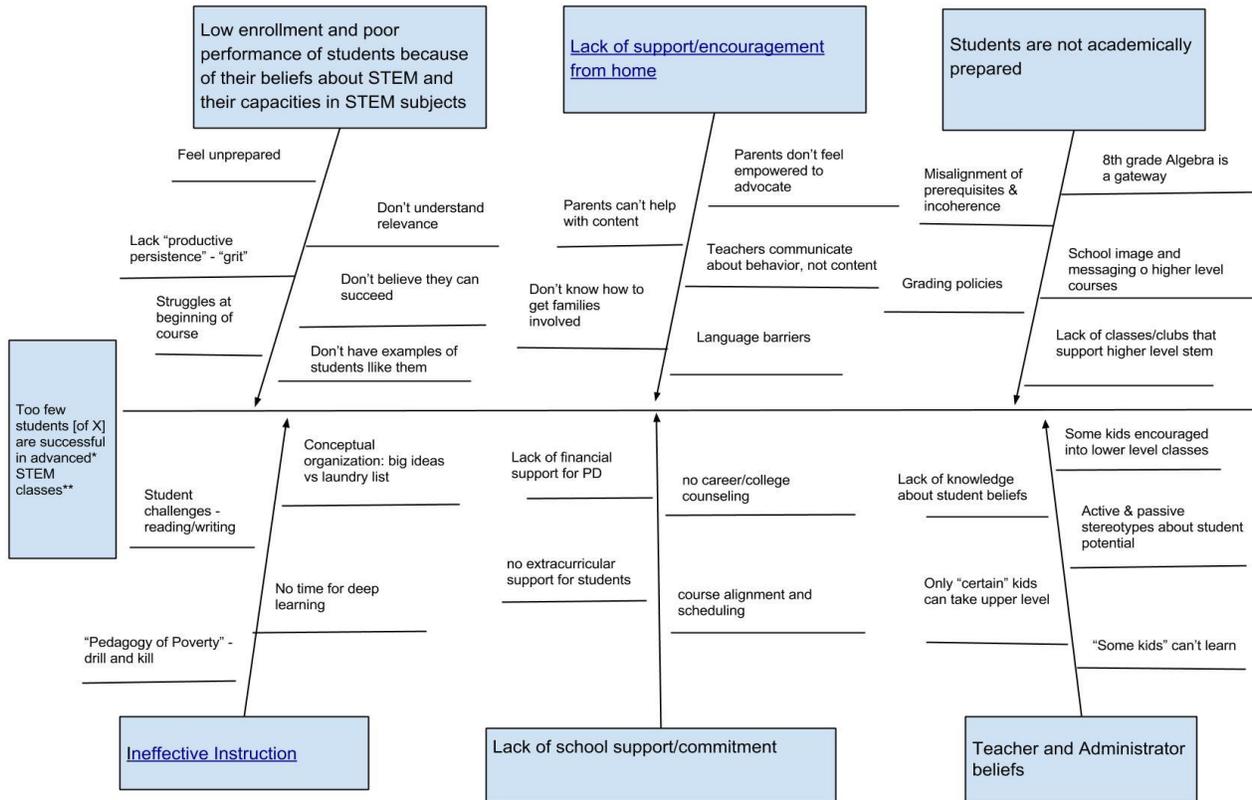
- The **problem statement** is recorded in the "head" of the fishbone diagram. The problem statement focuses on a concrete problem; either a gap in performance or unwanted variation in a system or process.
- The **causes** of the problem are located on the "bones" of the fishbone diagram. Each bone is labeled with a **cause category**, and related **sub-causes** are located underneath.



How to Create a Fishbone Diagram

- Choose and clearly define the problem to be investigated. The problem should be quantified using existing data.
- Assemble a diverse team responsible for investigating the problem
- Gather information about the problem by leveraging data, interviewing users, conducting observations and talking to diverse-stakeholders.
- When it is time to summarize, individually record sub-causes on sticky notes
- Cluster the sub-causes together and label
- Record the analysis in the fishbone diagram
- Test your fishbone against data to validate/check proposed causes

Fishbone Example



*advanced course gets defined differently in each context

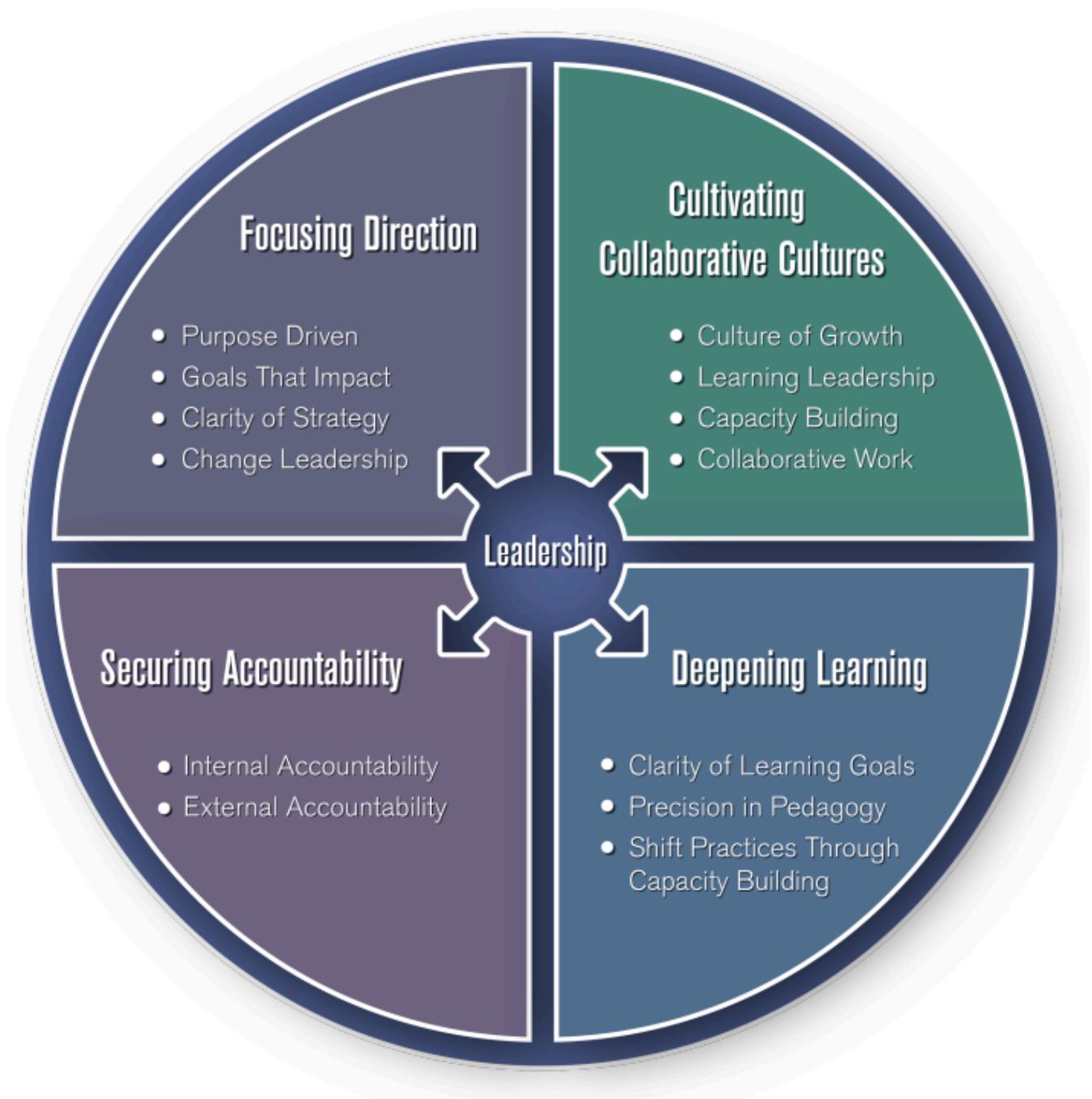
**SEE "Reasons Diagram" for further explanations

Root Causes and the 5-whys

The **5-whys** is a simple improvement process to get down to the **root causes** of a problem. It is useful when the originally-stated causes seem to represent a surface level understanding and there is a need to dig deeper. It is not always necessary to ask why five times in order to get to the root cause. Stop asking when you get to what feels like a root cause.

- Example:
 - Problem: We don't eat dinner together as a family
 - Why? We often get home later than expected
 - Why? I find it impossible to walk away from my desk at 5 because miscellaneous tasks have been ignored
 - Why? I arrive at work just as the first meetings start
 - Why? I leave later in the morning than intended
 - Why? It takes a long time to get the kids dressed
- Use with the fishbone
 - Use the five whys in pairs when generating potential causes. Record the root causes and then cluster those.
 - Use the five whys after summarizing the analysis in a fishbone for causes that need to be investigated further.

Coherence Framework



Admin, Michael. "Coherence: The Right Drivers In Action For Schools, Districts, And Systems - Michael Fullan." Michael Fullan. N. p., 2016. Web. 8 Nov. 2017.