SWIFT schoolwide integrated framework for transformation

MTSS Practice Profile: Considerations for Students who _____

Collaborative Teams & Data-Based Decision Making		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who_____**
Grade level and specialized educators work in teams to monitor student progress and to plan academic instruction and intervention strategies across levels of need.	Grade level or other teaming structures with both general and specialized educators meet at least twice a month to monitor progress and plan tiered instruction and interventions.	Planning and monitoring occurs for students _____ in the same team structures as other students.
Grade level and specialized educators work in teams to monitor student progress and to plan behavior instruction and intervention strategies across levels of need.	Grade level or other teaming structures with both general and specialized educators meet at least twice a month to monitor progress and plan tiered instruction and interventions for behavior.	Planning and monitoring occurs for students _____ in the same team structures as other students.
Relevant school teams use Tier I, Tier II, and Tier III student outcome data in combination with fidelity data to assess and adapt Tier I, Tier II, and Tier III support practices.	Student outcome data in combination with fidelity data are used by relevant team members to assess, adapt, and improve academic and behavior support practices at all three tiers.	Outcome and fidelity data from students _____ are part of this decision making. Tier I, II, and II data reviewed by school teams includes data from students _____.

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Screening & Progress Monitoring		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel use reliable and valid universal screening tools to accurately identify students at risk of poor learning outcomes.	Universal screening is completed: (1) for all students (2) for both Reading and Math (3) within the first three months of school, (4) summaries of levels of risk within and across grade levels are available.	Students _____ participate in universal screening. Accessible and relevant screening measures are identified for individual students who are not validly measured through the universal screener(s). Summaries of risk for students _____ are incorporated with other summaries within and across grade levels.
School personnel use reliable and valid universal screening tools to identify students with at-risk social behavior.	Reliable and valid screening tool used with all students at least three times a year, with the first being within the first four months of the school year. (Examples: SSBD, SSRS, SSBS)	Students _____ participate in universal screening. Accessible and relevant screening measures are identified for individual students who are not validly measured through the universal screener(s).
School personnel ensure ongoing and frequent progress monitoring using grade level assessments for academics.	School conducts progress monitoring at least monthly for all students receiving Tier II academic interventions and at least weekly for all students receiving Tier III academic interventions. Procedures are in place to ensure implementation integrity (appropriate students are tested, scores are accurate, and decision rules are applied consistently).	Students _____ and who receive Tier II interventions participate in progress monitoring and are considered in the implementation integrity procedures.

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Tier I		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School uses research-based Tier I core academic curricula that is implemented with fidelity.	A research-based core curriculum is present for academics, in at least Reading/ELA and Mathematics. Evidence shows that, within the past year, fidelity measures indicate core academic instruction is implemented with fidelity at each grade level.	The core curriculum allows for participation and learning by students _____ within the same physical environments as other students. Fidelity measures account for students _____ as part of core academic instruction.
School personnel use universal/schoolwide positive behavior interventions and supports (PBIS) or comparable research-based strategies.	Fidelity measures indicate Tier I positive behavior support systems and practices or comparable research-based strategies are installed to criterion (e.g., at least 80% on SET or TIC; at least 70% on BoQ).	Behavior support for students _____ aligns with PBIS or comparable schoolwide behavior strategies and is delivered within the same physical environments as other students. Fidelity measures account for students _____ as part of the universal behavior systems and practices.
School personnel plan for differentiation and flexible grouping to facilitate effective instruction for a range of learners.	School has clear expectations and a system in place to ensure the preparation and review of lesson plans at all grade levels and across all educators that include differentiation across: (1) Content (different levels and/or presentation) (2) Process (instruction and routine) (3) Product (how students demonstrate learning).	Expectations and systems support alignment of the differentiation framework and specially designed instruction for students _____. Students _____ are considered and included within flexible grouping decisions.

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Tier I		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel use the Universal Design for Learning (UDL) framework to provide multiple means of representation, action, expression, and engagement.	School has evidence of: (1) resources to support educators use of UDL (e.g. internet access, hardware, software, technology support personnel, instructional materials) (2) teaching and coaching to facilitate the use of UDL (3) procedures to monitor all three components of UDL (multiple means of representation, action and expression and engagement) being implemented with fidelity.	Resources, coaching, and fidelity monitoring procedures support alignment of the UDL framework and specially designed instruction for students _____.
All students, including students with IEPs and English Language Learners (ELL) participate in the grade level class(es) of their grade level peers.	All students, including those who take alternate assessments: (1) have a grade level, general education classroom as their primary placement (80%–100% of their day) (2) meaningfully participate in that classroom's Tier I academic instruction (with supports and adaptations as needed) (3) are connected to the grade level curriculum 100% of their day.	See above and below.

Tier I		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel ensure strategies to promote collaborative instruction among all peers including English Language Learners and students with IEPs.	School has clearly documented expectations for collaborative instruction among peers and has evidence of training with supports for all educators.	Students _____ are considered part of school expectations, training, and supports for collaborative instruction among peers. Collaborative instruction among peers maintains the spirit of reciprocity—i.e., students _____ are engaged and recognized as contributing members among their peers and not only as those who are often at the receiving end of a help.

Tier II		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel use strategic/group (Tier II) interventions that supplement Tier I instruction for all grade levels in academics.	School has identified research-based Tier II interventions: (1) that supplement core instruction for each grade level in at least Reading/ELA and Mathematics (2) that have clearly defined decision rules to enter/exit (3) that have a data tracking system to monitor whether or not interventions are consistently implemented (4) that have procedures in place to monitor the overall effectiveness of the interventions.	Students _____ are considered part of the school's Tier II system. Tier II interventions are provided for students _____, with adaptations and supports as appropriate and in the same locations as other students. Decision rules for entry/exit are applied to students _____. Tracking system and procedures for monitoring effectiveness include students _____.
School personnel use research-based strategic/group interventions for students needing Tier II behavior support.	School has research-based Tier II interventions that: (1) target specific student behavior needs (2) have clearly defined decision rules to enter/exit (3) use data to monitor student progress (4) Procedures to monitor fidelity of implementation of all Tier II interventions (i.e. ISSET, BAT, MATT, CICO Fidelity Checklist).	Students _____ are considered part of the school's Tier II system. Tier II interventions are provided for students _____, with adaptations and supports as appropriate and in the same locations as other students. Decision rules for entry/exit are applied to students _____. Tracking system and procedures for monitoring effectiveness include students _____.

Tier III		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel use intensive/individual (Tier III) interventions that supplement Tier I instruction in place for all grade levels in academics.	School has Tier III intensive, individualized interventions: (1) for each grade level in at least Reading/ELA and Mathematics (2) that have clearly defined decisions rules to enter/exit (3) that have a data tracking system to monitor whether or not interventions are consistently implemented (4) that have procedures in place to monitor the overall effectiveness of the interventions and skilled, trained interventionists deliver research-based Tier III level interventions.	Students _____ are considered part of the school's Tier III system. Tier III interventions are provided for students _____, with adaptations and supports as appropriate. Decision rules for entry/exit are applied to students _____. Tracking system and procedures for monitoring effectiveness include students _____.

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Tier III		
Essential Component	**1 = Gold Standard / Sustaining**	**Considerations for Students who _____**
School personnel use research-based intensive/individual interventions for students needing Tier III behavior support.	School provides individualized Tier III interventions that: (1) target individual student behavior needs designed by a student and/or family guided team after completion of all relevant assessments (e.g. academic, FBA, mental health, physical, person centered planning) (2) have behavior support plans that include at least strategies for prevention, strategies for increasing desired behavior, strategies for minimizing reward of problem behavior, and exit criteria (3) include a team that regularly monitors behavior support plans using data, and (4) procedures to monitor the fidelity of implementation & outcomes of all from different and diverse stakeholders (teachers, students, parents, mental health partners).	Students _____ are considered part of the school's Tier III system. Tier III interventions are provided for students _____, with adaptations and supports as appropriate. Decision rules for entry/exit are applied to students _____. Tracking system and procedures for monitoring effectiveness include students _____.

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