

SWIFT

School-Wide Integrated Framework for Transformation

COSA Conference – Seaside, Oregon

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Martha Hinman, Redmond School District

Patrick Kelly, Oregon Department of Education

Desiree Margo, Lynch Elementary School Redmond School District

Kathleen Ellwood, Irvington School Portland Public

Purpose

- When you leave today, you will understand...
 - The SWIFT Framework
 - The dynamic partnership between ODE, districts, schools and SWIFT
 - Ideas for partnerships and building inclusive practices
 - The importance of being systematic ... at all levels of the system

SWIFT Partner Districts in Oregon

Pendleton School District

- Lincoln (K-2) and West Hills (3-5)
- McKay (K-5)
- Sherwood (K-5)
- Washington (K-5)

Portland Public Schools

- Atkinson (K-5)
- Irvington (K-8)
- Lewis (K-5)
- Roseway Heights (K-8)
- Sabin (K-8)

Redmond School District

- M.A. Lynch (K-5)
- Obsidian (6-8)
- Sage (K-5)
- Tuck (K-5)
- Tumalo Community School (K-8)

Sisters School District

- Sisters Elementary (K-4)
- Sisters Middle (5-8)

ODE's Involvement

Staffs from ODE fill an important role in the SWIFT project in the following ways:

- Providing support to districts while implementation occurs
- Learning along with districts to better understand the processes and challenges.
- Helping to address policy concerns.
- Really partnering in the work so as to develop a solid understanding of the process and plan for scaling up the SWIFT framework in other districts.

ODE Plans to Support SWIFT in the Coming Year

Current Participating Schools and Districts

- Continue to support processes that inform policy change
- Support feature specific technical assistance as it is identified.
- Use multimodal methods to capture promising practices and share with schools in state.
- Support processes of implementation science for SWIFT

Current Participating Schools and Districts

Work closely with SWIFT Center to develop plan for expanding SWIFT.

Identify and plan to develop 2 additional district to engage in practices related to the SWIFT framework.

Continue the expansion process to include additional schools and sustain this work in Oregon after the SWIFT Center has completed their commitment to the state.

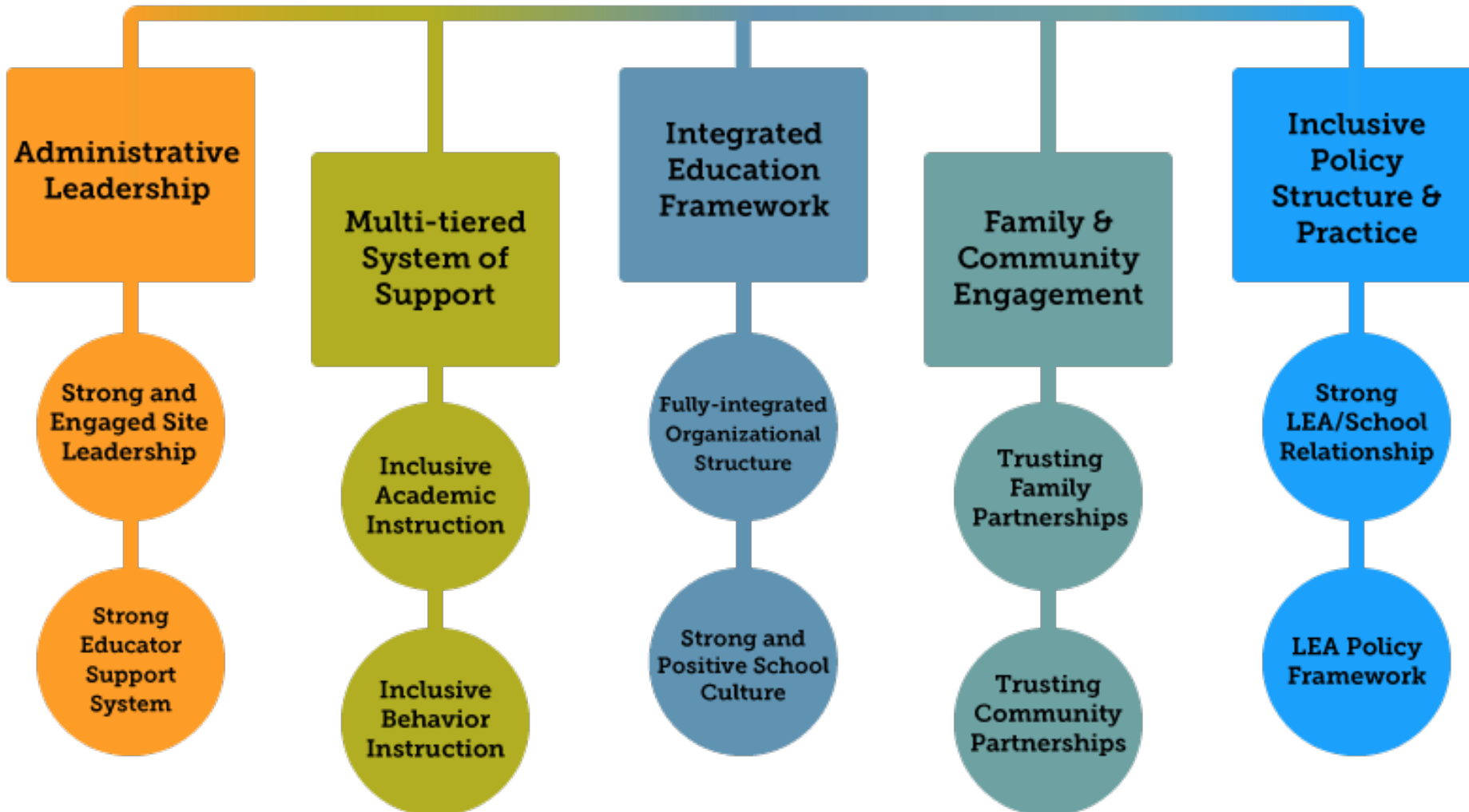



STRATEGIC PLAN
2013-2015



swift SCHOOLWIDE
INTEGRATED FRAMEWORK
FOR TRANSFORMATION


Domains and Features






Redmond School District Administrative Leadership

- Supporting and Developing Our Human Resources
 - Objectives
 - 1: Attract, Recruit, & Retain Highly Effective Staff
 - 2: Provide Differentiated Professional Growth & Development Opportunities
 - 3: Utilize Evaluation & Support Systems to Promote Professional Growth.
 - 4: Shared Leadership & Promotion of Professionalism



Redmond School District Multi-Tiered System of Support

- Priority 1: Elevate Student Achievement: Students graduate college-prepared and career ready
 - Objectives:
 - 1: Use of performance data
 - 2: Increase rigor
 - 3: Provide feedback to students and parents
 - 4: Increase, extend, transform learning opportunities
 - 5: Increase supports for all students




Redmond School District Integrated Education Framework

- **Vision:** A relentless commitment to academic achievement and personal growth for every student
 - Fully prepare graduates for the demands and responsibilities of adult life
- **Mission:** A commitment to rigorous and relevant instruction which leads to mastery and development of productive citizens
 - Dedicated to the growth and full development of every Redmond student
 - Unrelentingly seek continuous improvement for self and students
 - Value collaborative response
 - Expect rigorous student performance



Redmond School District Family & Community Engagement

- Priority #3: Sustain safe and vibrant school communities
 - Objectives
 - 1: Support safe school environments
 - 2: Enhance academic and co-curricular enrichment opportunities
 - 3: Increase family and community involvement



Redmond School District Inclusive Policy Structure & Practice

- Balance resources to maximize student achievement through wise, transparent stewardship of district resources prioritized for student achievement
 - Objectives
 - 1: Judiciously steward publicly entrusted funds
 - 2: Proactively develop resource allocation plans that boost student achievement
 - 3: Demonstrate fiscal accountability and transparency

FIT & FIA Scores Redmond, OR

FIT & FIA Assessments – December 2013 to March 2015



SWIFT-FIT: Fidelity of Implementation Tool

- Research-quality assessment
- Measures extent to which school personnel is installing the core features of SWIFT
- Completed by trained assessors on a single day
- Results intended to inform Data Snapshot and priority setting

SWIFT-FIA: Fidelity Integrity Assessment

- Same conceptual structure as the SWIFT-FIT
- Progress-monitoring measure
- Completed as a self-assessment by a school leadership team every 3 months
- Results intended to inform Data Snapshot and priority setting

M.A. Lynch Elementary

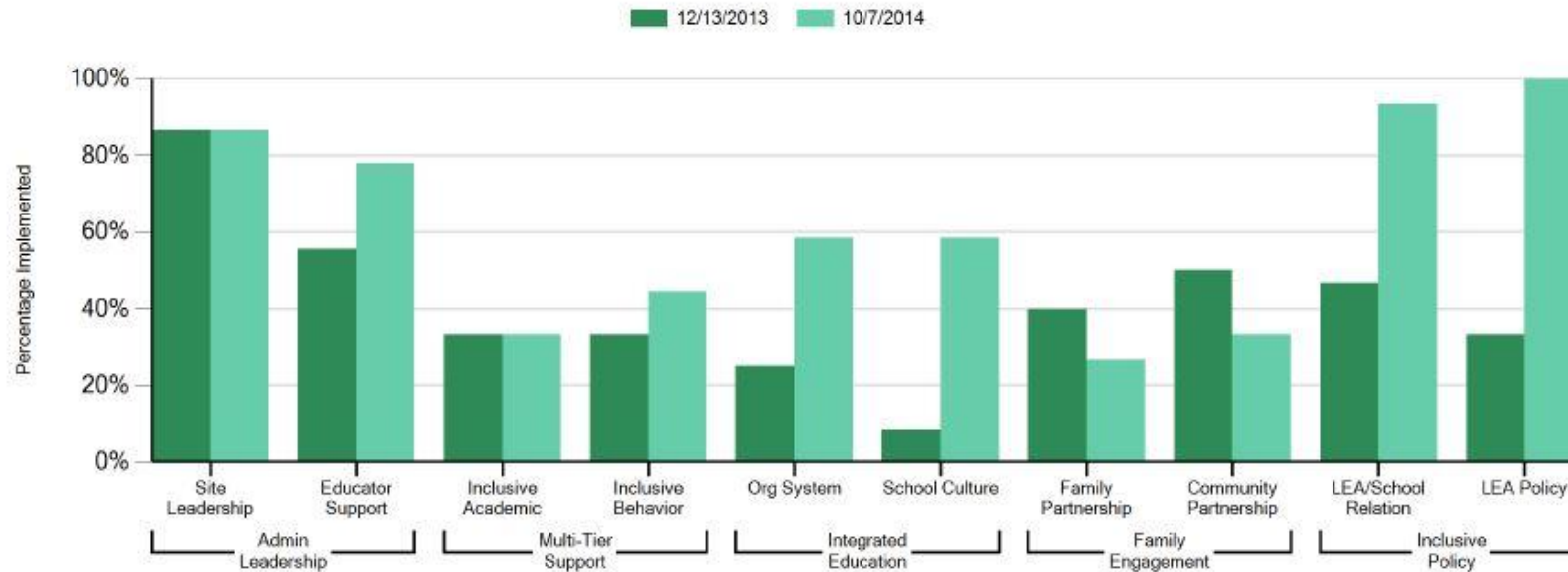
Every Child, *Every* Chance, *Every* Day



M.A. Lynch FIT Assessment December 2013 & October 2014

M. A. Lynch Elementary School
Redmond, Oregon

School-wide Integrated Framework for Transformation: Fidelity of Implementation Tool
M. A. Lynch Elementary School
12/13/2013 - 10/7/2014

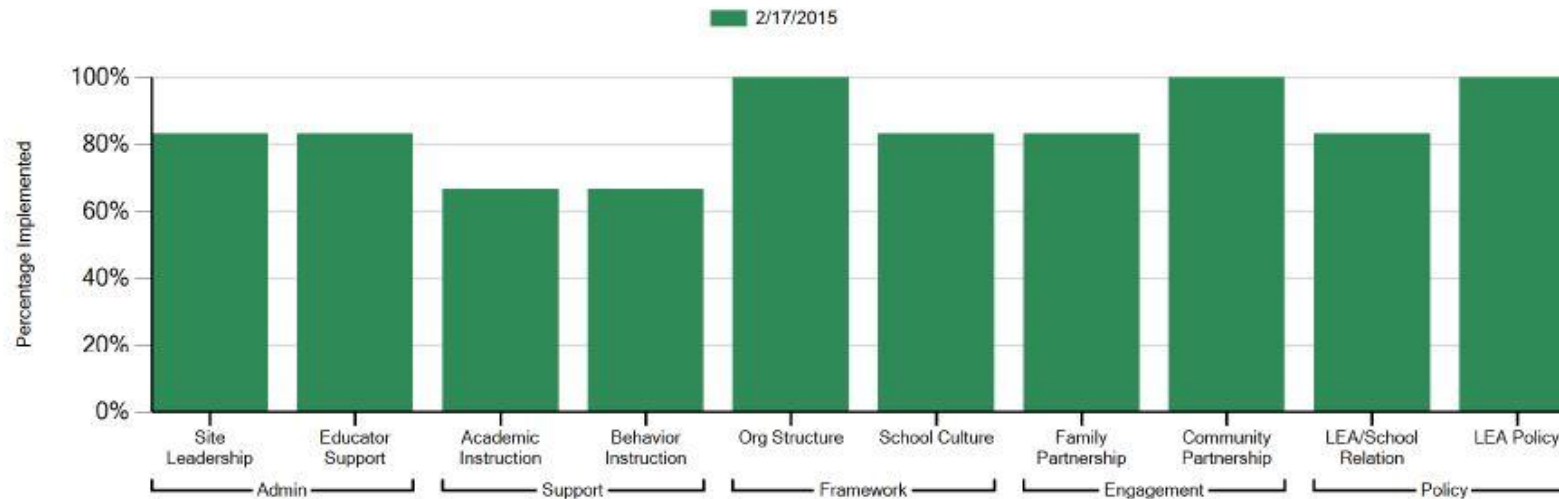


| Date Completed | Admin Leadership | | Multi-Tier Support | | Integrated Education | | Family Engagement | | Inclusive Policy | |
|----------------|------------------|------------------|--------------------|--------------------|----------------------|----------------|--------------------|-----------------------|---------------------|------------|
| | Site Leadership | Educator Support | Inclusive Academic | Inclusive Behavior | Org System | School Culture | Family Partnership | Community Partnership | LEA/School Relation | LEA Policy |
| 12/13/2013 | 87% | 56% | 33% | 33% | 25% | 8% | 40% | 50% | 47% | 33% |
| 10/7/2014 | 87% | 78% | 33% | 44% | 58% | 58% | 27% | 33% | 93% | 100% |

M.A. Lynch FIA Assessment February 2015

M. A. Lynch Elementary School
Redmond, Oregon

School-wide Integrated Framework for Transformation:
Fidelity Integrity Assessment (FIA)
Current Implementation Status
M. A. Lynch Elementary School
2/17/2015



| | Admin | | Support | | Framework | | Engagement | | Policy | |
|----------------|-----------------|------------------|----------------------|----------------------|---------------|----------------|--------------------|-----------------------|---------------------|------------|
| Date Completed | Site Leadership | Educator Support | Academic Instruction | Behavior Instruction | Org Structure | School Culture | Family Partnership | Community Partnership | LEA/School Relation | LEA Policy |
| 2/17/2015 | 83% | 83% | 67% | 67% | 100% | 83% | 83% | 100% | 83% | 100% |

Administrative Leadership

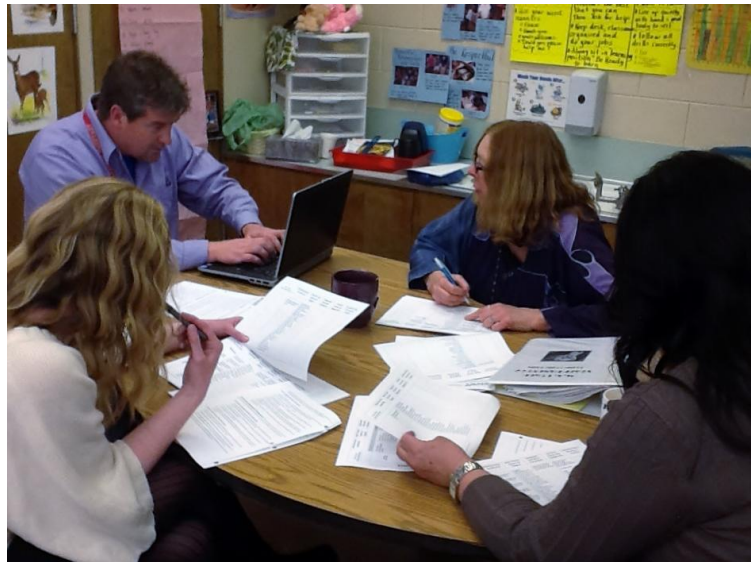
Administrative Leadership

Strong and Engaged Site Leadership

Strong Educator Support System







Multi-Tiered System of Support



Lynch Three-Tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Targeted Interventions – Specially Designed Instruction (SDI) Students are often receiving special education services and are up to two years below grade level.

- Supports include: accommodations within the classroom supporting core content: additional supports and scaffolding, differentiated instruction, sped teacher consults with teacher and provides support in the classroom in the Least Restrictive Environment (LRE), Pull out for targeted instruction, Walk to Strategies (W2S), Extended Day Programs, weekly progress monitoring, Rti II Team Meetings, SST, IEP

Selected Interventions- Additional support in the classroom, W2S, Title I, Before and After School Programs, Extended Day K, Progress Monitoring every 3-4 weeks, RtiII team meetings, Extended Day Programs

Universal Intervention- Tight and Loose Lynch Core Academic Agreements all classes school wide, After School Cub Club, school-wide [F-W-S] screening

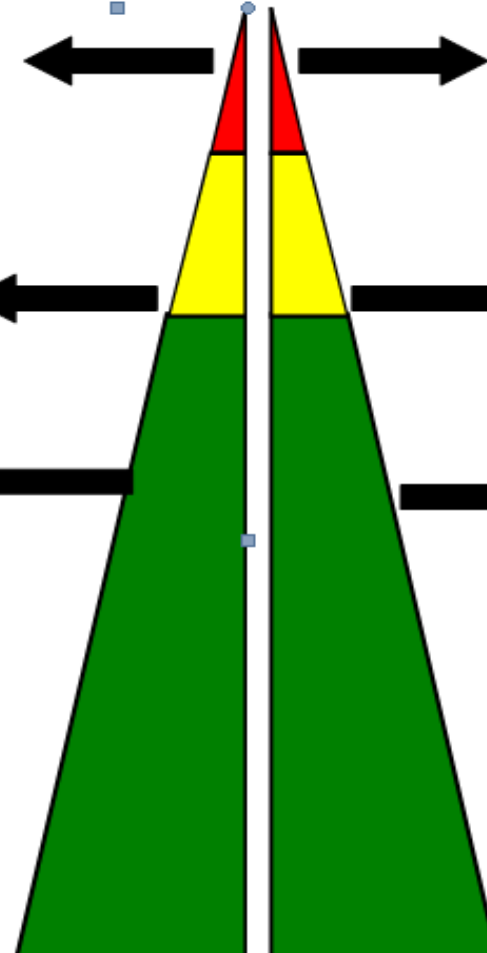
Behavioral Support Systems

Targeted Interventions-1-5% Functional Behavioral Assessment-based- Individual Behavior Support Plan- may include: Targeted goal with incentives, Soft Start, Project Success, Playground Mentors, Take- a Break, Limited transitions, Shortened day, Picture Calendars, Ready-no-Ready, First Steps, BIC Options, Mental Health support, counseling, groups, Adult Mentors, supervision coaching model, Rti II Team Meetings, SST, IEP

Selected Interventions 5%-10% Supports may include: Additional classroom support, CICO, Buddy Classroom, counseling groups, Take-a-Break, Adult Mentors, supervision coaching model, Rti II team Meetings, Soft Start, Social Groups, Individual Counseling

Universal Intervention- 80%-90% Effective School-wide Positive behavior system- includes:

- *Three Bes- Be Safe Be Responsible BE Respectful- Rules Round up, Pro Social Curriculum, Safe Touch Curriculum, Cub Prides, Character Traits, Self Mangers, Conflict Managers, Buddy Classroom, Classroom Management system, Prevention focus, 4:1 ratio of redirects to positive reinforcement. Reinforcement is specific and related to Three Bes, supervision coaching model*



Integrated Education Framework

Integrated Education Framework



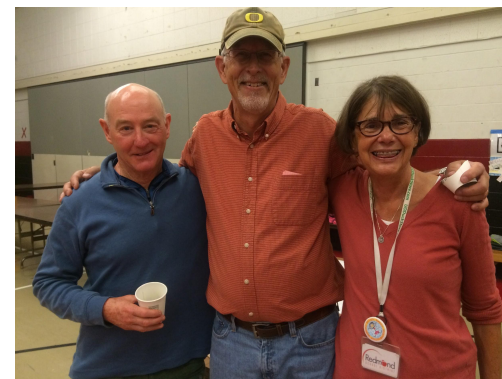
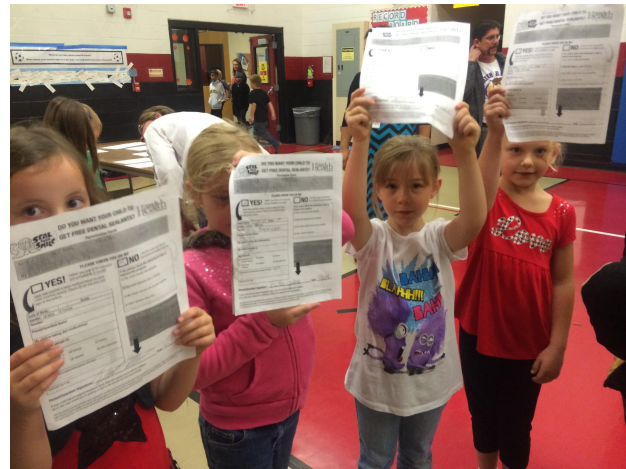
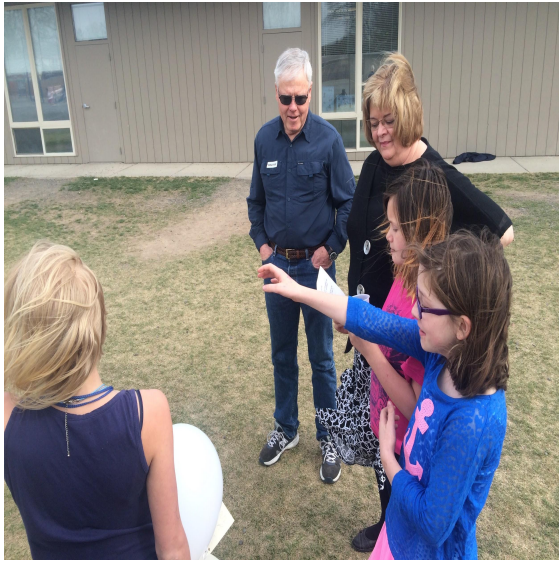
Fully-integrated Organizational Structure

Strong and Positive School Culture



Family & Community Engagement





| School Activities: | Yes | No | Unanswered |
|---|------------|-----------|-------------------|
| Do you feel welcomed at M.A. Lynch? | 99% | .5% | .5% |
| Does M.A. Lynch staff encourage you to be involved in your child's education? | 98% | .5% | 1.5% |
| Can you easily get in touch with your child's teacher? | 98% | 1% | 1% |
| Are M.A. Lynch staff friendly and helpful? | 98% | 2% | 0% |
| Is Principal Margo approachable and welcoming? | 95% | 2% | 3% |
| Do Principal Margo and the teachers respond to parents about concerns in a timely and supportive manner? | 96% | 2% | 2% |
| Do you know about FAN (Family Access Network) services? | 80% | 18% | 2% |
| Would you participate in family education events if they related to you and your family? | 91% | 7% | 2% |
| <ul style="list-style-type: none"> Do you have a better sense of the goals your child needs to achieve to be on track this year? | 95% | 3% | 2% |
| <ul style="list-style-type: none"> Do you feel capable assisting your child in reaching these goals? | 98% | .5% | 1.5% |
| <ul style="list-style-type: none"> Do you feel comfortable speaking with your child's teacher about your child's progress? | 99% | 0% | 1% |



"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." -Jane D. Hull

***Lynch Fall
Conferences
98% of our
families attended!***

Increasing Our Parent Involvement in Governance

*Increasing stakeholders on the **Lynch Leadership Team** to include Parents and Community Members*



Inclusive Policy Structure & Practice

Inclusive
Policy
Structure &
Practice

Strong
LEA/School
Relationship

LEA Policy
Framework





“SWIFT MOMENTS”



“I love how we are getting together in multidisciplinary teams to create alternate plans/schedules to keep student at school and successful when behaviors are getting in the way.”

“It’s awesome to see our ELL Assistant , who had some extra time in her schedule, comes into a General Education classroom and helps a struggling third grader with her cursive writing.”

“Silos are being removed - specialists and general ed teachers regularly co-plan lessons and behavior plans.”

“ We don’t have “IEP kids...ALL Lynch students are considered “our” students- opposed to “my” or “your” students. We are all in this together.”

“When picking up a student for a weekly assessment, I entered a classroom at the very end of the CORE reading time. This classroom was running like a “well-oiled” machine! Students were engaged in small reading groups with Grandma Mary, Mrs. Reeve, and a literacy assistant. Mrs. Ropp was assessing a student. I just smiled (again,) since I have seen this in many other classrooms when picking up or returning students. Everyone working together to support ALL students

“I went in to see a student today in a classroom. The students were all engaged in individual work, and he was reluctant to leave his writing assignment to work on what I’d planned, so I stayed at his table and was able to turn his writing assignment into a relevant speech lesson and felt amazing about that and had to share J. Haha, I’ve probably said this before, but I’m glad I got “forced” into this whole push-in thing early in my career. It’s WAY harder than pull-out, and isn’t always optimally efficient, but moments like these are pretty sweet!”



“SWIFT MOMENTS”



“I just became an ultimate fan of the benefits of being in the back of the room without a designated therapy room—my last two kiddos noticed that there was a sudden dance competition in the classroom and they SO wanted to go do it and I said go ahead and come right back—and then they actually won this “best dancer of the classroom” award by dancing together partner style and they were absolutely elated to have participated and even WON and it was so nice they got to do that and that speech didn’t interfere (by completely pulling them out to another space where none of us would have known that that had even happened). Distracting, yes, but they still did drills for me and were stoked that I “let” them experience that. *And* they even said “see, we’re in speech *AND* we’re the best dancers in the classroom”—and they gave me their autographs. How cool is this?! I’m irrationally happy today anyway, but I thought you’d like this !”

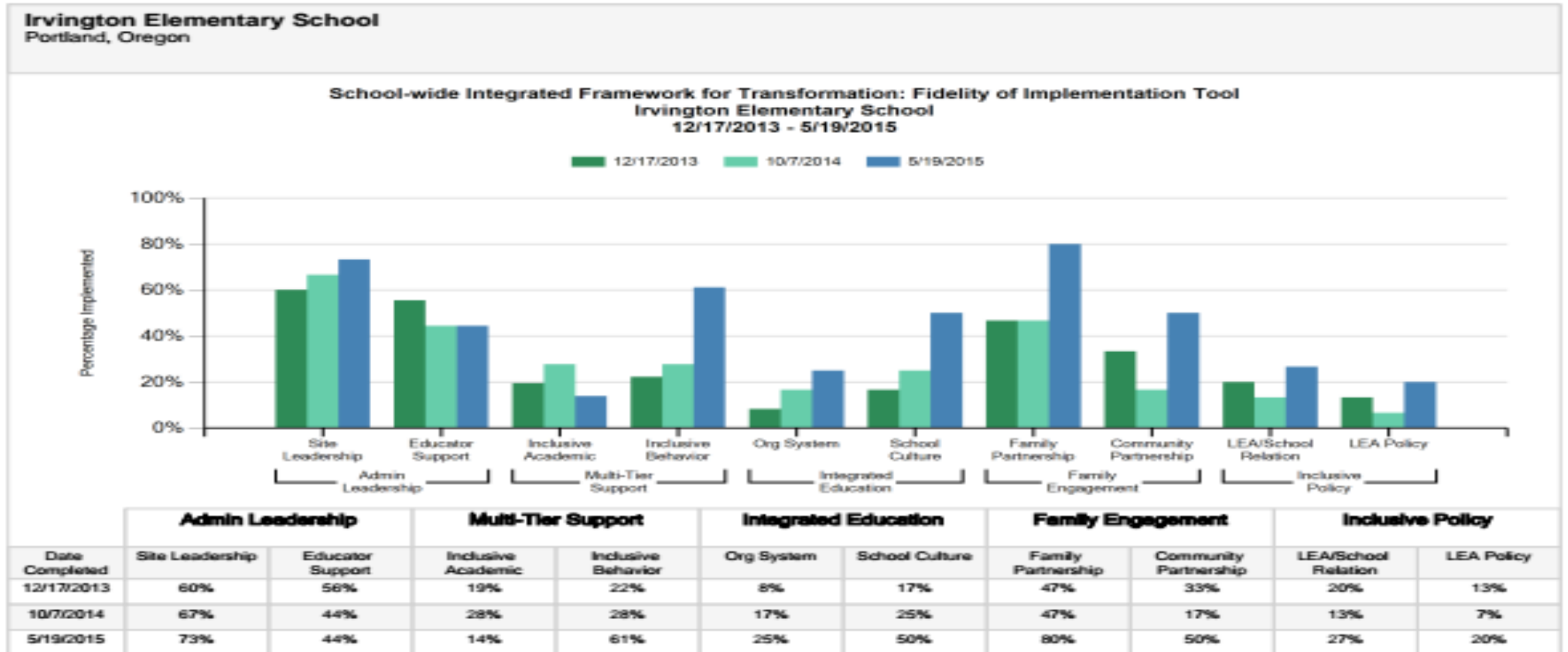
Irvington K-8 School

Everyone Teaches, *Everyone* Learns, *Everyone* Cares



Irvington K-8 School

December 2013 - May 2015



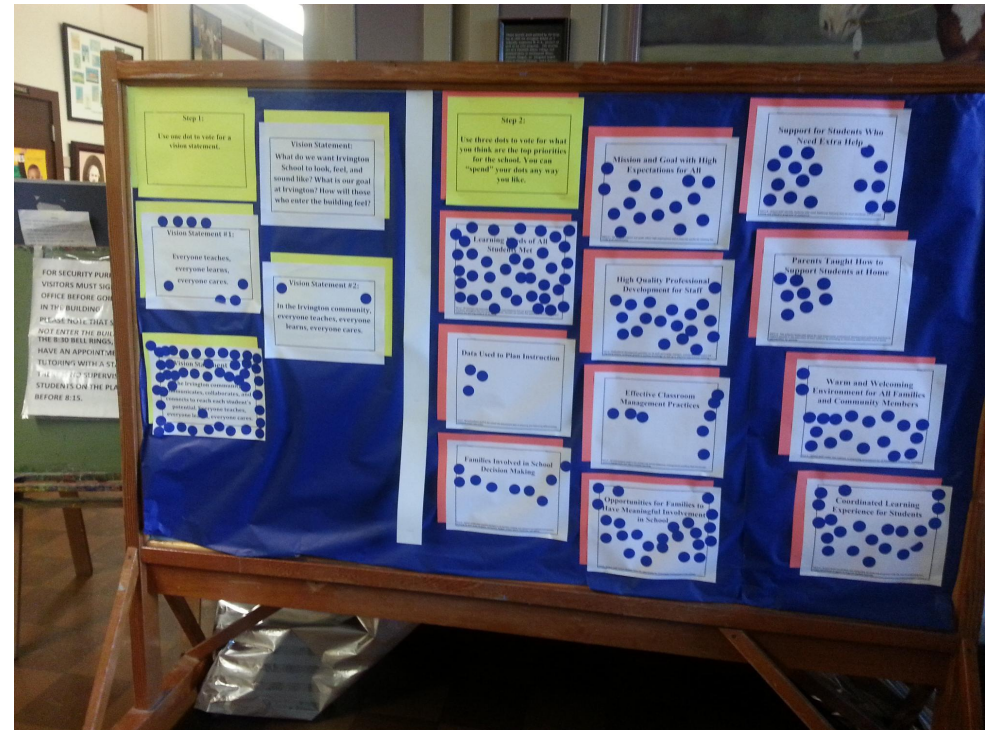
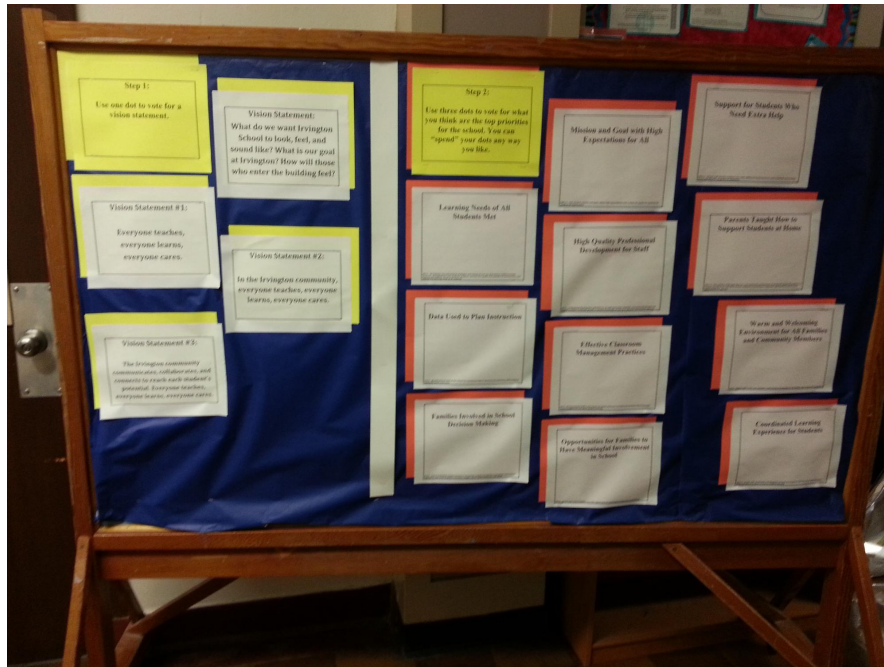
Administrative Leadership

*The Irvington community communicates, collaborates, and connects to reach each student's potential.
Everyone teaches, everyone learns, everyone cares.*

Administrative Leadership

Strong and Engaged Site Leadership

Strong Educator Support System



Multi-Tiered System of Support

Student Name: _____ Current Teacher: _____
 Grade: _____ Ethnicity: _____ TAG: _____ Reading _____ Writing _____ Intellectual
 _____ IEP _____ 504 Plan _____ ESL _____ SIT Plan _____ On Watch Other: _____



| | |
|---|---|
| <p>Reading: _____ Tier 1 _____ Tier 2 _____ Tier 3 IEP Minutes: _____ Reading _____ Writing Other: _____</p> <p>Support Needed: _____ Small Groups in-class _____ Para/EA Support in-class _____ Para/EA pull-out _____ SPED Teacher Support in-class _____ SPED Teacher Support pull-out (minutes) _____ _____ Edmark</p> | <p>Math: _____ Tier 1 _____ Tier 2 _____ Tier 3 IEP Minutes: _____ Math Support Other: _____</p> <p>Support Needed: _____ Small Groups in-class _____ Para/EA Support in-class _____ Para/EA pull-out (minutes _____) _____ SPED Teacher Support in-class _____ SPED Teacher Support pull-out (minutes) _____</p> |
| <p>Other Needs: _____ Social-Emotional Group _____ Social IEP Goals, minutes _____ _____ Speech, minutes _____ Other: _____</p> | <p>Behavior: _____ Tier 1 _____ Tier 2 _____ Tier 3 _____ Attendance/Tardy Issues With/Not With: _____ Other: _____</p> |

Integrated Education Framework

| Grade | # Learning Center IEPS | # of ISC IEPS | IEP Case Manager | Reading | | Math | |
|---------|------------------------|---------------|-------------------------|----------------|--------------------|----------------|--------------------|
| | | | | Tier 2 Support | Tier 3 Support | Tier 2 Support | Tier 3 Support |
| Kinder | 2 | 0 | Cheri | IAM/EA | William | EA | William |
| Grade 1 | 2 | 0 | Cheri | IAM/EA | William | EA | William |
| Grade 2 | 3 | 0 | Cheri | IAM/Para | William | Para | William |
| Grade 3 | 7 | 1 | Cheri | IAM/Para | Cheri | Para | Cheri |
| Grade 4 | 8 | 1 | Amy (LC) Terri (ISC) | Para | Amy | Kitty | Amy |
| Grade 5 | 8 | 2 | Amy (LC) Terri (ISC) | Para | Amy | Kitty | Amy |
| Grade 6 | 7 | 6 | Terri (LC/ISC) | Para | Terri | Para | Terri |
| Grade 7 | 10 | 3 | Marie (LC) | Para | Marie/ Christia | Para | Marie/ Christia |
| Grade 8 | 6 | 6 | Marie (LC) | Para | Marie/ Christia | Para | Marie/ Christia |

Integrated Education Framework

Fully-integrated Organizational Structure

Strong and Positive School Culture

Integrated Education Framework

| SWIFT Domain | CAP Indicator | Successful Schools Framework |
|---------------------------------------|---|--|
| Administrative Leadership | DSC1.2- The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders. | <ul style="list-style-type: none"> Quality Instruction School-Family Partnership |
| Multi-tiered System of Report | EE2.2- All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. | <ul style="list-style-type: none"> Quality Instruction Quality Assessment Professional Learning Communities |
| | EE2.5- All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning. | <ul style="list-style-type: none"> School Culture |
| Integrated Education Framework | DSC1.6- School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning. | <ul style="list-style-type: none"> Quality Instruction Quality Assessment PLCs School Culture |
| Family & Community Engagement | FC3.1-School staff create and maintain a welcoming environment for all families and community members. | <ul style="list-style-type: none"> School-Family Partnership |
| Inclusive Policy Structure & Practice | EE2.3- Professional development activities for all staff are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery. | <ul style="list-style-type: none"> Quality Instruction Quality Assessment PLCs |



Family & Community Engagement

Family & Community Engagement

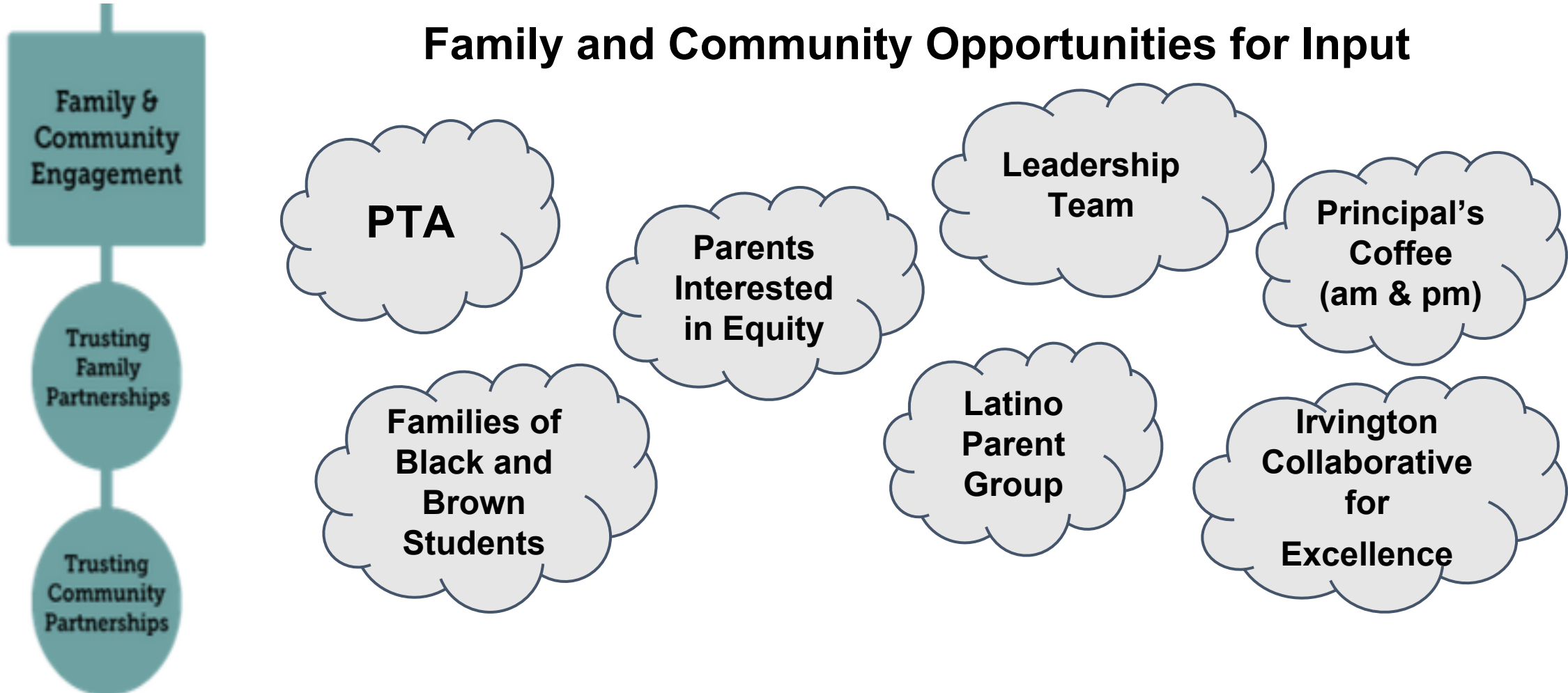
Trusting Family Partnerships

Trusting Community Partnerships



Family & Community Engagement

Family and Community Opportunities for Input



Inclusive Policy Structure & Practice

