Tier I Inputs

Vision and goals for climate in SDP schools shared by district, school, City, and community partners �

Funding for evidence-based Tier I social-emotional programming �

Dedicated time each year for climate PD and training �

District expertise & capacity to support implementation & monitoring of climate programs. Offices of Climate & Safety; Prevention & Intervention; Research & Evaluation; Student Rights & Responsibilities; PESO *

School-level staff with clearly delineated roles, responsibilities, & position requirements Administrators, teachers, counselors, social workers, climate staff, school officers �__

Dedicated time each month for school-level climate planning �

> Teachers and instructional support staff

Tier I Activities

OSS works with FACE, other offices to communicate with stakeholders about climate goals and Tier I programs �

SDP trains and incentivizes school leaders to support shared climate goals �

OSS collaborates with preferred partners to provide role-specific climate training and coaching support for all school staff

OSS and PESO collaborate to support schools in specifying Tier I climate programming in schoolwide plans and in monitoring implementation �

OSS provides schools with strategic differentiated supports

School teams (incl. teachers, administrators, climate managers, counselors) meet monthly to plan, monitor, and roubleshoot Tier I programming

Teachers implement Tier I climate programs with fidelity

Coaches & SBTLs support classroom implementation of Climate programming

Tier I Outputs

School leaders, staff, students, and families recognize shared climate vision, norms, and expectations

- > All school staff explicitly practice, teach, and model self-regulation, relationshipbuilding, and conflict resolution
- > All school staff consistently incentivize positive behavior
- > All school staff use socialemotional strategies to deescalate most potential crises and resolve most conflicts

Proactive and responsive schoolwide interventions are oriented toward building students' social-emotional skills and capacity to reflect on their choices

Tier I Outcomes

> Positive student & parent views of climate

↑Climate reports on DWS ↑SPR climate rating

- Positive teacher/staff views of climate ↑Climate reports on DWS
- ↑SPR climate rating ↑Staff attendance & retention
 - > Students are in the classroom and learning
- ↑School attendance rates ↓School-wide ODRs
- > Disruptions in classrooms and non-instructional spaces are minimized **↓**School-wide ODRs
 - ↓ School-wide bullying reports

Behavioral infractions are addressed effectively ↓Tier II referrals (<20%)</p>

Most behavioral infractions are addressed non-punitively

- **↓**School-wide suspensions
- ↓Reported use of punitive interventions on DWS **↓**ODR/suspension ratio

All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students

Impacts

Tier II Outcomes **Impacts** Tier II Inputs Tier II Activities Tier II Outputs Tier II interventions reflect Preferred community partners Community partners and input and collaboration from collaborate with school teams service providers ❖ to provide interventions that teachers, families, and are aligned with Tier II community partners, and Funding for evidence-based objectives � planned, intentional student Tier II programming � engagement District expertise & capacity to School leaders and counselors support implementation & are trained to support and All students needing Tier II monitoring of Tier II programs. oversee Tier II interventions � intervention are provided Offices of Climate & Safety; with appropriate, targeted, Rights & Responsibilities; District provides role-specific evidence-based supports Prevention & Intervention; training and coaching for staff Most students' Tier II Research & Evaluation; PESO responsible for delivering Tier behavior/attendance All SDP schools provide safe II interventions objectives are met so that & supportive environments Dedicated time each year for All students receiving Tier they no longer require Tier II conducive to maximal Tier II PD and training � District staff support schools in II services have a Tier II intervention personal and academic aligning Tier I climate strategies plan specifying target ↓Tier III referrals (<5%) for 1 guidance counselor/250 growth for all students SDP priorities and specifying behavior, intervention, and Truancy court students * them in school plans � metrics for progress • SPED monitoring Guidance counselor time Mental health services School counselors and staff protected to oversee Tier II * Crisis services meet to refer students to Tier II, discuss interventions, and School-level staff with clear monitor progress roles, responsibilities, & position Students referred for Tier II requirements. Admins, teachers, supports are able to fully School teams develop Tier II pla counselors, social workers, participate in learning and and monitor student progress climate staff, school officers � social activities in school while receiving Tier II Student progress is shared with Dedicated time each month for services teachers, students, and families Tier II planning �

Teachers and instructional

Teachers use Tier II classroom

Tier III Activities Tier III Outcomes Tier III Inputs Tier III Outputs **Impacts** Students with Community partners Community partners and mental/behavioral health collaborate with school teams __ service providers � needs receive appropriate Mental/Behavioral Health; to provide varied intervention services and follow-up options for Tier II students � Criminal Justice; DHS Staff responsible for Appropriate and targeted SPED Funding for evidence-based delivering IEP and 504 and 504 services provided to Tier III programming � services receive role-specific all eligible students training and support Most students referred for District expertise & capacity to Tier III supports are able to support implementation of School leaders, counselors and All students receiving Tier fully participate in learning specialized services. SELs are trained to support and III services have a Tier III and social activities in All SDP schools provide safe Student Support Services; oversee Tier III interventions � plan specifying target school while receiving Tier & supportive environments Attendance/Truancy; Prevention behavior, intervention, and III services conducive to maximal & Intervention; Research & School counselors and staff metrics for progress ↑Tier III behavior objectives personal and academic Evaluation; Rights & consistently meet to identify monitoring (e.g. are met growth for all students students for referral to Tier III Responsibilities; Specialized ↑Tier III achievement of attendance; behavior;) Services * and to monitor progress IEP/504 goals Teachers implement classroom components of Tier III plans Guidance counselor time Tier III intervention plans are with support from counselor protected to oversee Tier III � adapted as needed based on feedback from service Evidence-based Tier III providers, teachers, families, interventions are targeted to School-level staff with clearly and students students' individual needs delineated roles, responsibilities, & position requirements School staff, families, students Students in acute crisis are Administrators, SELs, teachers, receiving services, and community

quickly linked to

appropriate services

service providers collaborate to

ensure comprehensive supports

counselors, social workers,

climate staff, school officers �