

COMMUNITY  
DISTRICT  
SCHOOL  
CLASSROOM

Tier I Inputs

Tier I Activities

Tier I Outputs

Tier I Outcomes

Impacts

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

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 troubleshoot Tier I programming

Teachers implement Tier I climate programs with fidelity

Coaches & SBTLs support classroom implementation of Climate programming

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

All school staff explicitly practice, teach, and model self-regulation, relationship-building, and conflict resolution

All school staff consistently incentivize positive behavior

All school staff use social-emotional strategies to de-escalate 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

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

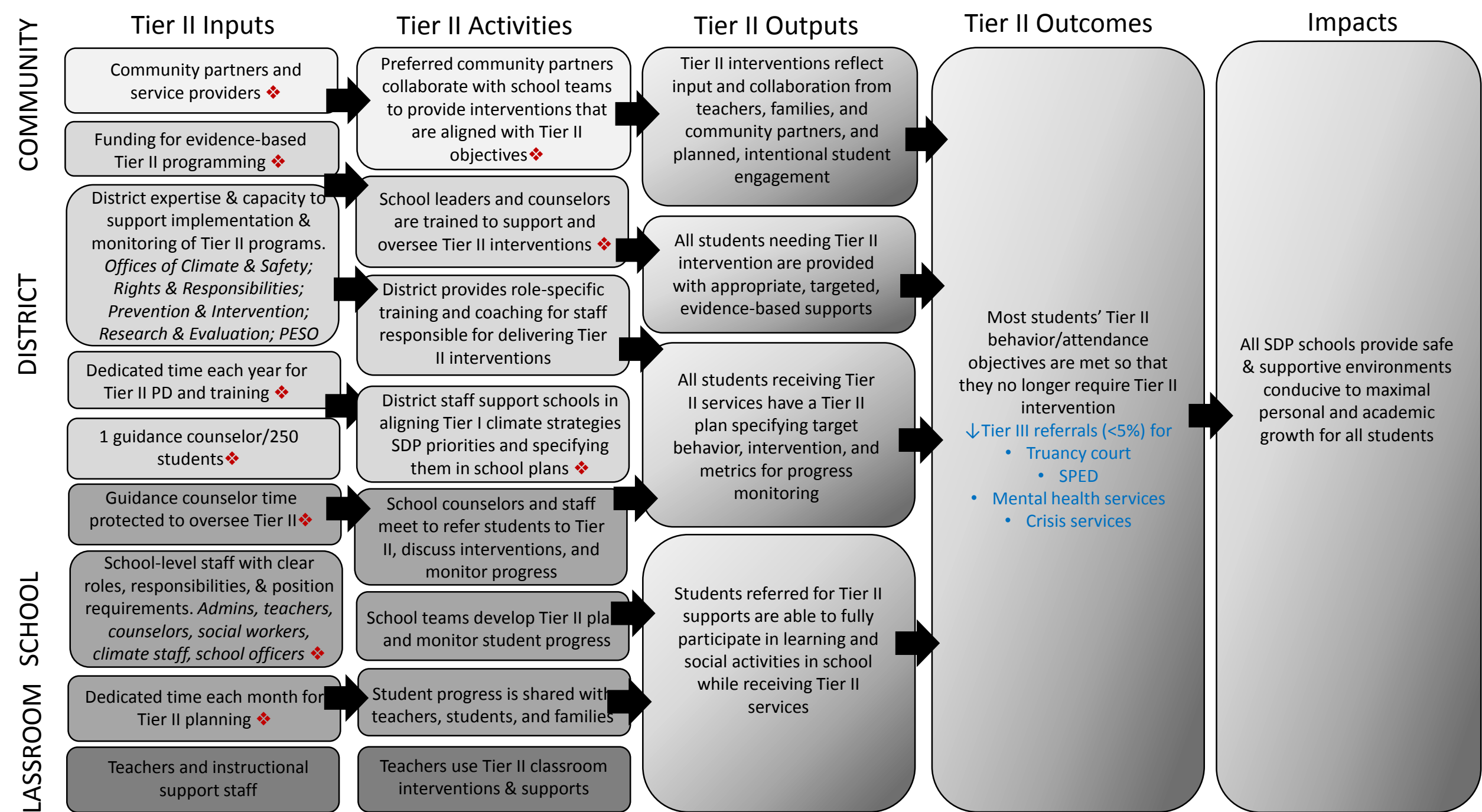
Disruptions in classrooms and non-instructional spaces are minimized  
 ↓School-wide ODRs  
 ↓ School-wide bullying reports

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

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

❖ Requires coordination among multiple program offices



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COMMUNITY

Tier III Inputs

Tier III Activities

Tier III Outputs

Tier III Outcomes

Impacts

Community partners and service providers ❖  
*Mental/Behavioral Health; Criminal Justice; DHS*

Community partners collaborate with school teams to provide varied intervention options for Tier II students ❖

Students with mental/behavioral health needs receive appropriate services and follow-up

Funding for evidence-based Tier III programming ❖

Staff responsible for delivering IEP and 504 services receive role-specific training and support

Appropriate and targeted SPED and 504 services provided to all eligible students

DISTRICT

District expertise & capacity to support implementation of specialized services.  
*Student Support Services; Attendance/Tuancy; Prevention & Intervention; Research & Evaluation; Rights & Responsibilities; Specialized Services* ❖

School leaders, counselors and SELs are trained to support and oversee Tier III interventions ❖

All students receiving Tier III services have a Tier III plan specifying target behavior, intervention, and metrics for progress monitoring (e.g attendance; behavior; )

School counselors and staff consistently meet to identify students for referral to Tier III and to monitor progress

SCHOOL

Guidance counselor time protected to oversee Tier III ❖

Teachers implement classroom components of Tier III plans with support from counselor

Tier III intervention plans are adapted as needed based on feedback from service providers, teachers, families, and students

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

Evidence-based Tier III interventions are targeted to students' individual needs

School staff, families, students receiving services, and community service providers collaborate to ensure comprehensive supports

Students in acute crisis are quickly linked to appropriate services

Most students referred for Tier III supports are able to fully participate in learning and social activities in school while receiving Tier III services  
↑Tier III behavior objectives are met  
↑Tier III achievement of IEP/504 goals

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❖ Requires coordination among multiple program offices