School Climate Transformation Grant Logic Model

CHALLENGE	INPUTS (Asset)	OUTPUTS (Activities)	OUTCOMES		
			SHORT-TERM	**MID-TERM**	**LONG-TERM**
Student Needs: To create healthy learning community that is physically, emotionally and intellectually safe environment Positive social competencies **System Needs:** To implemented comprehensive, effective supports that address the full range of social, emotional and behavioral needs with a monitoring system. Specifically, issues of discipline, disruptive behaviors, violence, harassment and bullying. **LEAs Needs:** Jointly formulating	**Student Supports:** Universal interventions, school based-preventions and vulnerability assessment **System Supports**: Well-designed State-level PBIS Collaborative and collaboration with Northeast PBIS Network Leadership Forum A evidenced-based action plan with monitoring system for implementing comprehensive supports Evidence-based guidance for district level policies to promote effective school discipline and positive behavior Systematic efficiency that involves cross-functional expertise within the CSDE, other state agencies,	***1.Build SEA capacity for supporting the sustained and broad-scale implementation of a (MTBF)*** • Design and implement interventions including PD and TA to meet the behavioral and mental health needs of students • Develop a statewide comprehensive reporting system to collect, track and disseminate fidelity data, major discipline referral rates. • Design a systemic multi-tier system for PD and TA to address high need and low performing LEAs needs • Provide staff development to LEAs related to positive discipline, behavior and mental health ***2.Enhance LEA capacity for implementation and sustaining a MTBF by providing training and technical assistance to LEAs*** • Employ effective, positive school discipline that functions in concert with safety and climate • Increase the number of appropriately qualified professionals to support school based implementation of MTBF through the extension of the PBIS Trainer of Trainers Network • Assess and evaluate the critical features of school-wide effective behavior support across each academic school year • Use data to assess strengths and areas of improvement to guide PD and TA	**Student Outcomes:** LEAs increase their knowledge of universal intervention, and school-based preventions and vulnerability assessment **LEAs Outcomes:** Increase awareness and skills to minimize unsafe behaviors and promote inclusiveness Increased content expertise and delivery of skills to LEAs LEAs increase knowledge of MTBF for diversifying resources that best meets the needs of their school and community including high need and low performing schools SEA builds a system of communication system for enhanced family involvement **System Outcomes:** LEAs learn how to use reporting system	**Student Outcomes:** Best practice translates to school culture **LEAs Outcomes:** Enhanced and built capacity for providing district-specific assistance in the development and management of secondary and tertiary behavior support systems and expertise of local personnel PBIS coach increased skills to support the leadership team in scaling up and sustaining and school-wide will ensure fidelity with in the school Enhanced and built capacity for providing district-specific assistance in the development and management of secondary and tertiary behavior support systems and expertise of local	**Student Outcomes:** Students experience a more positive school climate as indicated: • Decreased ODRs, Decreased suspension, Increase student achievement Increased promotion and graduation rate **LEAs Outcomes:** Trainers and TA providers will have the knowledge to develop and implement action plans to address discrepancies regarding race and ethnicity Coaches to provide leadership within their schools/district as they implement

strategies and execute them in a coordinated fashion with fidelity including multi-tiered professional development and technical assistance based on need Provide multi-tiered strategies that are culturally sensitive and appropriate	regional education service centers **LEAs Supports:** Coordination with community service providers and integrate intensive intervention into the school Collect, analyze and interpret school-level data including SWIS Investing in the increased knowledge about PBIS with Connecticut families through the Connecticut Parent Information and Resource Center (CT PIRC)	• Expand the PBIS Connecticut Model Schools Project to include identification of Banner Schools & Model Sites • Support LEAs staff by providing culturally responsive outreach to parents and families *3. Coordinates SEA efforts with appropriate Federal, State and local resources* • Expand the CT PBIS Collaborative, a state-level comprehensive stakeholder group that invests in systems for training, coaching and evaluation to address the growing demand for training and scaling-up CT districts • Establish a statewide SRBI Advisory Council by inviting key stakeholders from student safety and mental health programs, and expanding on current partnerships between CSDE, SERC, CBER, RESC Alliance, LEAs, IHEs, Connecticut's Birth to Three Program, CT PIRC, CPAC, Preschool programs, and the Juvenile Justice System. • Create cultural context into the multi-tiered system based on LEAs uniqueness • Integrate CT initiatives and other policies and grants including ongoing positive climate and safety efforts. • Statewide Results-Based Accountability Report Card (RBA)each year • Build a system of collaboration across external and internal boundaries	LEAs increase knowledge of culturally responsive education Increase the content expertise and delivery of skills to LEAs Convene SRBI Advisory Council quarterly to address broader issues of systems change (i.e., capacity, development and sustainability of MTBF), promote visibility and garner political support, and identify funding priorities.	personnel Increase fidelity by using School-wide Evaluation Tool (SET) Increase fidelity by using *Benchmarks of Quality for School-wide Positive Behavior Support* annually by each school. **System Outcomes:** CSDE will check for implementation science with fidelity and sustainability	the systems to increase positive student behavior to support sustainability beyond life of grant **System Outcomes:** Clear and concise review process to ensure implementation with fidelity and to provide evidence-based reflection A State-wide framework for safe and successful school