

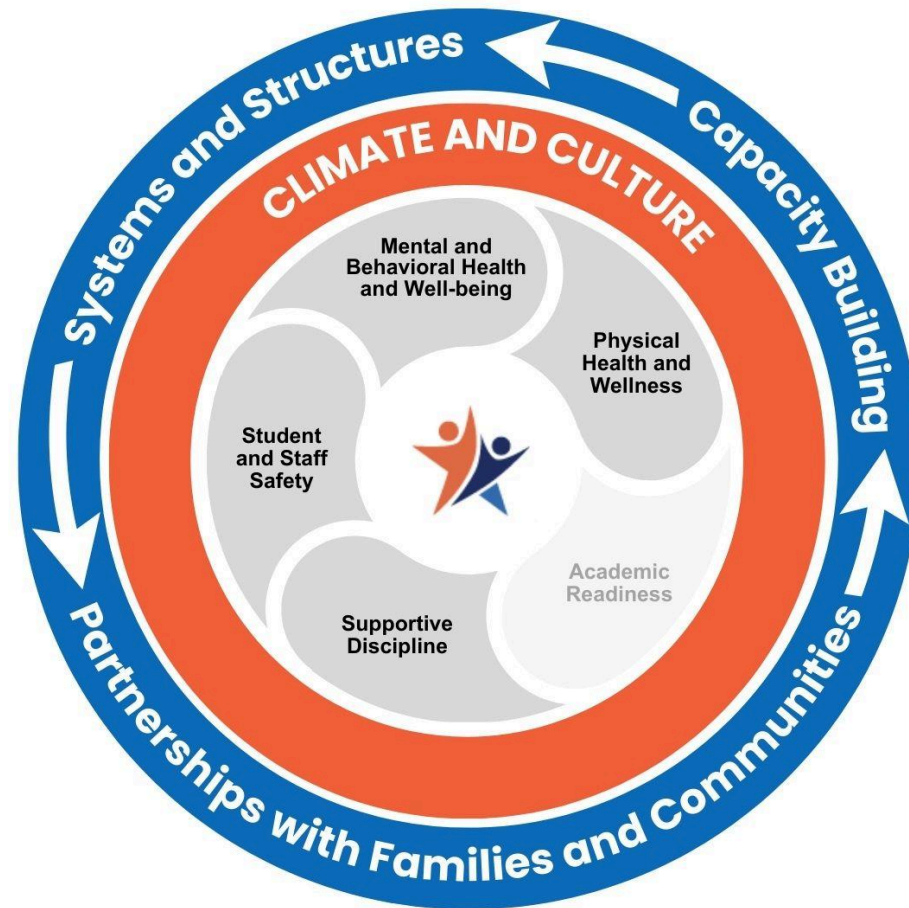
Student Support Framework Diagnostic Training

Participant's Manual



Student Support Framework	3
SSF Diagnostic Rubric Planning Tool	4
Classroom Observation Form	13
Campus Observation Form	16
School Staff Interview Questions	19
Student Interview Schedule	24
Diagnostic Tool Ranking / Scoring	25
Sample Diagnostic Scenario – Use with Slide #16	26
Breakout Groups: Lever Discussion Questions	27
Diagnostic Planning Sheet	28
Rural LEA Case Study – Diagnostic Tool	29
Rural Case Study Reflection Sheet	30
Urban LEA Case Study – Diagnostic Tool	31
Urban Case Study Reflection Sheet	32
Suggested Artifacts / Data	33

Student Support Framework



SSF Diagnostic Rubric Planning Tool

Stronger Connections Grant (SCG) Team Members:

Timeline for Diagnostic Artifact Collection: (at least 1-2 weeks)

Timeline for completing the diagnostic as a team: (at least 1-2 hours per lever)

Considerations: (testing, Spring Break, field trips, other commitments, substitutes, etc.)

Lever 1 – Mental and Behavioral Health and Well-being

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 2 – Student and Staff Safety

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 3 – Physical Health and Wellness

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 4 – Supportive Discipline

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 6 – Systems & Structures

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 7 – Capacity Building

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 8 – Partnerships with Families and Communities

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Lever 9 – School Climate and Culture

Diagnostic Data Needed	Location of Data	Data Collection Timeframe	Who Is Collecting the Data?	Considerations

Action Items:

Next Check-In / Meeting:

Classroom Observation Form

Lever 1 – Mental and Behavioral Health and Well-being

Classroom “Look-fors”	Evidence
Note: There are no targeted classroom observational items for Lever 1, but examples of best practices in incorporating mental health literacy into the classroom should be noted. This might include posters or bulletin boards, calming corners, check-in procedures, and others.	
<input type="checkbox"/> Evidence of mental health literacy incorporated into class. (Not expected in all observations.)	

Lever 2 – Student and Staff Safety

Classroom “Look-fors”	Evidence
<input type="checkbox"/> Teachers provide opportunities for students to discuss classroom culture, share concerns, or share important life experiences.	
<input type="checkbox"/> Staff are observed expressing gratitude and/or encouraging the expressions of gratitude and kindness from students.	
<input type="checkbox"/> Teachers utilize their own emotional and physical regulation to support students’ ability to self-regulate, such as through tone of voice, eye contact, posture, and breathing. (NA if not applicable)	
<input type="checkbox"/> The classroom is not chaotic or loud, especially at times of transition or less structure. (Reducing trauma triggers).	
<input type="checkbox"/> Staff stop and address inappropriate communications, such as violations of school behavior expectations or uncivil communications. (NA if not applicable)	

Lever 3 – Physical Health and Wellness

Classroom “Look-fors”	Evidence
<input type="checkbox"/> Classroom instruction includes an opportunity for student physical movement. (Not expected to occur in every observation.)	
<input type="checkbox"/> Some students have access to water bottles in the classroom or can access a water fountain.	

Lever 4 – Supportive Discipline

Classroom “Look-fors”	Evidence
<input type="checkbox"/> Classroom expectations are posted in classrooms and referred to.	
<input type="checkbox"/> There is evidence of classroom routines that align or support schoolwide positively stated expectations. The classroom routines minimize problematic behaviors.	
<input type="checkbox"/> During independent or group work, teachers actively monitor and supervise students to anticipate and prevent problem behavior, providing praise for meeting expectations and reminders of expectations.	
<input type="checkbox"/> There are frequent opportunities for students to respond and be engaged in classroom activities, such as having all students respond to a question at the same time.	
<input type="checkbox"/> Praise is used consistently as a form of reinforcement in the classroom. The ratio of praise to corrections is greater than 1; however, praise is not overused or seemingly insincere.	

Lever 9 – School Climate and Culture

Classroom “Look-fors”	Evidence
<input type="checkbox"/> Classroom instruction includes multiple opportunities for active learning, including project-based, collaborative learning, interactive learning activities, written reflections, or small group discussions.	
<input type="checkbox"/> Classroom instruction and assignments are scaffolded to challenge students’ knowledge, problem-solving, and critical-thinking skills.	
<input type="checkbox"/> Classroom instruction includes opportunities for relationship development with peers, such as through small group discussions or collaborative assignments.	
<input type="checkbox"/> Students are commonly greeted upon entering the classroom in a positive, welcoming manner, such as with eye contact, by using the student’s name, with a positive check-in, or a nonverbal gesture (e.g., handshake or fist bump).	

Campus Observation Form

Select members of the team should conduct approximately five total observations of the campus, including transitions between classes, lunchtime, and informal time before and after school.

Lever 1 – Mental and Behavioral Health and Well-being

Campus “Look-fors”	Evidence
Note: There are no targeted school observational items for Lever 1, but examples of best practices in incorporating mental health literacy into the school should be noted. This might include posters or club announcements.	
<input type="checkbox"/> Evidence of mental health literacy incorporated into school. (Not expected in all observations)	

Lever 2 – Student and Staff Safety

Campus “Look-fors”	Evidence
<input type="checkbox"/> The hallway between classes and the lunchroom is not chaotic or very loud. (reducing trauma triggers).	
<input type="checkbox"/> Interactions between staff and students in the hallway between classes and the lunchroom reflect kindness and caring.	
<input type="checkbox"/> There are no signs of vaping or other drug use in student restrooms. (For grades 6-12)	
<input type="checkbox"/> Technology use within the hallway or lunchrooms is minimal (<25%)	

Lever 3 – Physical Health and Wellness

Campus “Look-fors”	Evidence
<input type="checkbox"/> The school grounds include spaces for physical movement and age-appropriate play.	
<input type="checkbox"/> Students do not have access to purchase unhealthy snack foods through the school (e.g., vending machines in student spaces)	

Lever 4 – Supportive Discipline

Campus “Look-fors”	Evidence
<input type="checkbox"/> Schoolwide expectations are posted.	
<input type="checkbox"/> During passing periods, lunch, or before or after school, adults actively monitor and supervise students to anticipate and prevent problem behavior, providing praise for meeting expectations and reminders of expectations.	

Lever 9 – School Climate and Culture

Campus “Look-fors”	Evidence
<input type="checkbox"/> Families are commonly greeted upon entering the office in a positive, welcoming manner, such as with eye contact, by using the parent’s/caregiver’s name, and by asking if assistance is needed.	
<input type="checkbox"/> Staff or volunteers monitoring student drop-off/pick-up are observed to be friendly and energetic and offer greetings to students and parents/caregivers.	
<input type="checkbox"/> There is evidence within the campus of staff, student, and group accomplishments and recognition of a wide range of school activities.	
<input type="checkbox"/> Students have opportunities and safe spaces for informal relationship development outside of the classroom, such as talking during lunch or meeting in the foyer before school.	
<input type="checkbox"/> Formal school announcements posted on campus are available in Spanish, as well as other languages that may be needed for a specific school community.	

School Staff Interview Questions

Lever 1 – Mental and Behavioral Health and Well-being

Does the school have a way to assess staff well-being? How do you think it is working?

Do you feel like the school promotes the mental health and well-being of staff? What does that look like here? Do you take part in any offerings?

How do you teach students social and personal skills, such as establishing and maintaining positive relationships, recognizing and managing emotions, and responsible decision-making?

Talk to me about what happens when you identify a student who has a mental health and/or behavioral health need. Do you feel like the process is effective?

Lever 2 – Student and Staff Safety

In what ways do teachers try to support a school that is caring of all students? Do you feel like it is working?

In what ways are students, staff, families, and community members informed of procedures for reporting concerning behavior or bullying? Do you feel everyone knows what to do if they see a potential concern?

Have you participated in effective professional learning on ways to manage stress and work through challenges when they arise? Do these skills get discussed or practiced during the year? Do you feel equipped to teach these skills to students?

Do you feel there are reasonable guidelines about how technology gets used at school? Are students taught lessons on the appropriate use of technology and digital citizenship in ways that promote health and safety?

Lever 3 – Physical Health and Wellness

How do physical movement and exercise show up in a student's day? Do students get enough exercise and movement at school?

What is your opinion of the school lunches? Do students eat them? What are the policies about bringing water to class?

What resources are available to families to help them meet their health needs, such as a doctor, or basic needs, like food and clothing?

Lever 4 – Supportive Discipline

What are the campus behavior expectations? In what ways are campus-wide behavioral expectations (routines, procedures, expectations) created and shared?

What types of behavior concerns are addressed in the class and what strategies do you have available to you?

How are more intensive interventions used on your campus to provide disciplinary support? Do you feel they are effective?

What professional learning have you received that helped you to create a restorative classroom or campus?

Lever 9 – School Climate and Culture

What is the campus mission and vision statement? What are the shared values of your campus?

What does it look like when students come into the classroom? Do you have any routines or procedures?

What does personal performance goal setting look like for you? How are you supported in improving you in your role?

What types of accomplishments are recognized within the school for students and staff?

Student Interview Schedule

The following represent sample questions that may be asked of students who volunteer to be interviewed in support of the Student Support Framework Diagnostic. Questions may be adapted to meet local context and identified data needs.

1. What is your campus mission or vision statement – something that tells everyone what is important to your school?
2. Do you feel like the things you are learning in class are important? Do you ever get to pick what you are studying, like picking a topic that interests you for a project?
3. Are there ways that you learn about people who are different from you, like people who grew up in a different place or had different experiences? Do you get to share things that are unique or different about you with others?
4. Are there any times in class when students share how they are feeling that day, share about things that are happening in their life, or share what they like and don't like about the class?
5. Are there times at school when you learn about people who are different than you, such as people who grew up in a different place or had different experiences? What did you learn?
6. What should you do if someone you know is being bullied by another student? What do you think would happen if you tell an adult or report it?
7. Do you discuss stress in any of your classes? What do you know about it? Have you learned any ways to feel better if you have a lot of stress, like if there are big tests coming up?
8. What have you learned in classes about being online, like using social media or talking with people online?
9. What are the policies at your school about using phones or being online?
10. Do you get to have active time every day at school, such as through recess, PE, or a sport?
11. Do you ever eat the school breakfast or lunch? How healthy and tasty do you think they are?
12. What are the school-wide expectations?
13. What types of things happen if a student doesn't follow the expectations in class?
14. Do you feel like teachers or others are fair when a student messes up and doesn't meet the expectation?
15. What do you do if you are starting to feel overwhelmed in class? Are there things you have learned or can try? (if a student has a behavior support plan or has worked with a behavior support team member)

Diagnostic Tool Ranking / Scoring

Planning or Launching Practice: This practice is at a foundational or beginning stage. Initial compliance for a required practice has been established, such as embedding school policies, but key criteria that would solidify or enhance the quality of implementation may be missing. Individual staff may employ the practice on their own, but there is recognition of the need for more intentional effort by the school to employ the key practice. For practices in this category, the focus is on discussing or planning for further implementation of the practice.

Emerging Practice: The key practice has been adopted, but consistent application of the success criteria with fidelity is lacking. Further development, supports, or resources are needed to ensure consistent and effective implementation. For success criteria in this practice, the focus is on leadership strengthening the factors that support implementation, such as building buy-in, providing training and coaching, providing feedback and reinforcement, and addressing barriers.

Expanding or Strengthening Practice: There has been a substantial uptake of the key practice, and it is evident in most of the expected settings or by most staff members. Additional effort is needed to ensure the practice is implemented consistently, with full fidelity, or reflective of all criteria of the practice. The key practice may not be happening as frequently as desired, is not yet adequate to meet the full need, or currently lacks the quality that is expected at full implementation. For practices in this category, the focus is on refinement and ongoing quality improvement strategies, as well as documenting outcomes.

Sustaining Practice: The key practice is implemented consistently across settings. The key practice is demonstrated through artifacts in a manner consistent with best practices or research and results in the desired outcomes. The implementation of this practice signifies a robust approach to responding to evolving needs. Systems in place ensure continuous and effective operation even with changes in school needs. The focus is on ensuring the key practice is sustained, and ongoing quality and outcomes are monitored.

Sample Diagnostic Scenario – Use with Slide #16

You are on the SCG team of a medium-sized elementary campus in East Texas with 250 Pre-K to 5th-grade students. Your team has gathered information about professional learning for the current school year, conducted interviews with staff in different roles, and can access the employee benefits page on the district website. This is a summary of the discussion:

- Specific goals to address educator wellness have been created and are regularly evaluated in the Campus Improvement Plan.
- Staff are eligible for two wellness leave days annually and are encouraged by leadership to use them when needed.
- The district has planned two professional development opportunities for all school staff to address burnout, self-compassion, and self-preservation.
- The campus principal and assistant principal model appropriate boundaries around work-life balance and addressing their own well-being.
- Staff wellness is addressed using an MTSS system and reviewed at least monthly. Here are the practices that are currently in place, representing all tiers.
- All staff members have been paired up with a “buddy” to encourage support for one another’s well-being.
- The school has regular programs in place to encourage staff positive mental health (e.g., wellness events, wellness training, wellness celebrations).
- This elementary campus has created a Wellness Room for school staff to utilize as needed.
- Staff can schedule times to meet with a licensed clinician on campus for brief counseling.
- An Employee Assistance Program is in place.

Breakout Groups: Lever Discussion Questions

How many Essential Actions and Key Practices are there for this lever?

What do we notice about the Key Practices?

Are any Key Practices unclear?

What do we notice about the Success Criteria?

Where might we find the Sources of Evidence?

Which Key Practice(s) in this Lever will be the easiest to assess/score?

Which Key Practice(s) in this Lever will be the most difficult to assess/score?

Are there any considerations for our campus for this specific Lever?

Diagnostic Planning Sheet

Diagnostic Key Practice Strengths	Diagnostic Key Practice Needs/Gaps
1.	1.
2.	2.
3.	3.
Place a star by the 1 or 2 Key Practices the team would like to strengthen.	
Identify below the root cause(s) that must be addressed to implement/sustain the Key Practices fully.	
1.	
2.	
Identify 1 to 2 SMART goals that address the root cause(s) and advance the Key Practice. Remember S pecific, M easurable, A chievable, R elevant, T ime-bound.	
1.	
2.	

Rural LEA Case Study – Diagnostic Tool

Lever 1 – Mental and Behavioral Health and Well-being

A small district in central Texas with approximately 1000 students PK-12 has recently received grant funding to begin supporting the overall mental health and well-being of students and staff. A Tier 1 character education curriculum developed by a long-time retired educator within the community is used sporadically in about half of the grades PK-12.

On occasion, the School Health Advisory Council (SHAC) meets to discuss what is happening within the school district without any formal process, topic, or agenda. In the eighth grade, the professional school counselor instituted assemblies to teach students and their families about suicide prevention, fentanyl misuse, and drug poisoning.

Over the past summer, communication with the local mental health authority has been initiated about the potential to bring school-based services into the district. There are many community members who have expressed concerns with this partnership. When mental health screening plans have been discussed at school board meetings, there is also a great deal of concern and distrust with this process.

During back-to-school professional development, a full day was spent with all district staff discussing mental health, signs and symptoms, trauma and grief-informed practices, and suicide prevention. There are plans for school counselors at both the elementary and secondary levels to talk about educator wellness and share strategies for managing stress.

At the back-to-school meeting, the mental health referral pathway was shared with family members and caregivers of students. At this time, there are no Tier 3 interventions available for students. While there are structured meetings in place to talk about concerns with students, there is not a formal process or structured written plan created at the conclusion of the meeting for each student of concern.

Rural Case Study Reflection Sheet

Diagnostic Key Practice Strengths	Diagnostic Key Practice Needs/Gaps
1.	1.
2.	2.
3.	3.
Place a star by the 1 or 2 Key Practices the team would like to strengthen.	
Identify below the root cause(s) that must be addressed to fully implement/sustain the Key Practices.	
1.	
2.	
Identify 1 to 2 SMART goals that address the root cause(s) and advance the Key Practice. Remember S pecific, M easurable, A chievable, R elevant, T ime-bound.	
1.	
2.	

Urban LEA Case Study – Diagnostic Tool

Lever 4 – Supportive Discipline

This district is a suburb of a large metropolitan area in Texas. The district is comprised of 15 campuses and 25,000 students. Annually, administrators, school counselors, and teachers receive training on systemic approaches to proactive supports of classroom behavior and discipline. Each campus has three to five school-wide positively stated expectations posted in various locations around the school and on the campus website. Students play a role in creating these campus and classroom-wide expectations. Annually, these expectations are revised based on the findings from the previous year's culture and climate survey data. The classroom and campus expectations are taught at the beginning of the year and not addressed again.

The Code of Conduct and Campus Handbook are shared with all new students when they register, are regularly reviewed at parent nights and campus-wide conference days, and are available on the district and campus websites. There are innovative ways that the campus administration can intervene when there are disciplinary infractions, including offering community service and service-learning project opportunities.

The campus- and district-wide professional development plans are planned the summer prior to the beginning of the school year. Restorative practices are used based on the unique culture of each campus. Circles of support occur when there are conflicts between peers and staff members.

Based on data, chronic absenteeism, and truancy are major issues on 80% of the campuses. Data is kept in real-time, but there has been no progress made in supporting this unique population of students over the past five years. It has been noted in campus climate and culture surveys by families and caregivers that they do not feel welcome on the campus when issues with absenteeism and truancy are to be discussed.

Each campus has a behavior interventionist who is uniquely trained to meet the needs of individual students and address broader needs specific to each campus.

Urban Case Study Reflection Sheet

Diagnostic Key Practice Strengths	Diagnostic Key Practice Needs/Gaps
1.	1.
2.	2.
3.	3.
Place a star by the 1 or 2 Key Practices the team would like to strengthen.	
Identify below the root cause(s) that must be addressed to fully implement/sustain the Key Practices.	
1.	
2.	
Identify 1 to 2 SMART goals that address the root cause(s) and advance the Key Practice. Remember S pecific, M easurable, A chievable, R elevant, T ime-bound.	
1.	
2.	

Suggested Artifacts / Data

****When the Stronger Connections Grant (SCG) Team collects artifacts and data to assess each lever, consider this list below as a starting point.****

Lever 1 – Mental and Behavioral Health and Well-being

Campus Improvement Plan

- Lesson plans and scope and sequences that address:
 - Mental health literacy and well-being
- Professional learning that addresses mental health literacy
 - Materials outlining staff benefits that address well-being

Campus Service Delivery Plan

- **Tier I – Universal Programming**
 - Considerations of program/practice selection
 - Plan for supporting fidelity (e.g., training, coaching, observation)
 - Measure(s) of impact or outcomes of universal programming
 - Curriculum or lesson plans to support universal programs
- **Tier II and Tier III Programming**
 - Considerations of program/practice selection
 - Plan for supporting fidelity (e.g., training, coaching, observation)
 - Measure(s) of impact or outcomes of universal programming
 - Sample of student support plans across services (both Tier 2 and Tier 3)

- **Mental Health Screening Procedures**

- Communications related to universal screening program
- Sample consent or opt-out form
- Screening protocols for responding to needs at different levels
- Notes of student-level screening response for those with elevation

- **Referral Pathway**

- Staff roles and responsibilities
- Comprehensiveness of service options
 - Review
 - Evidence
- Data collected from referral pathway
 - Annual number of referrals
 - Summary of source of referrals
 - Success rate following referrals
 - Family engagement during treatment
 - Number and characteristics (e.g., age, referral reason, language) of students served with each service

Counseling records (i.e., referral sources, data summaries, frequency and patterns, general data on students experiencing suicidal ideation, bullying, etc.)

School Community Communications

- Newsletters
- Meeting agendas

School Health Advisory Council (SHAC) Agenda and Minutes

Interview Responses

- Parent/caregiver
- Student
- School Staff

Campus / Classroom Observations

Culture & Climate Survey Results

Lever 2 – Student and Staff Safety

Campus Improvement Plan

- Lesson plans and scope and sequences that address:
 - Kindness, gratitude, and empathy
 - Coping, de-escalation, and conflict resolution
 - Responsible technology use and digital citizenship
 - Trusting relationships among staff
- Professional learning that addresses:
 - Trauma-informed practices
 - Stress management
 - Building positive staff and student relationships
 - Digital safety
 - Bullying
 - Discrimination
 - Behavior threat assessment

Campus Level Reports

- Behavior Threat Assessment Reports
- Bullying Incident Reports
- Technology usage data/Technology incident reports

Student Records

- Behavior data
- Health records related to student psychological safety
- Attendance and truancy records

Staff Records

- Attendance records

School Community Communications

- Digital citizenship
- School safety

Interview Responses

- Parent/caregiver
- Student
- School Staff

Campus / Classroom Observations**Culture & Climate Survey Results**

Lever 3 – Physical Health and Wellness

Campus Improvement Plan

- Lesson plans and scope and sequences that address:
 - Physical health and well-being
 - Integration of play and physical movement
 - Proper nutrition, exercise, and sleep hygiene.
- Professional learning that addresses:
 - Physical movement and the promotion of healthy behaviors

School and Community Resource List or Map

- School and community resource lists connecting students and their families with resources to address housing, food, clothing, and other basic needs
- Memorandum of Understandings (MOUs) - social service and health partnerships
- Referral processes and documentation
- Comprehensive service options
 - Review
 - Evidence
- Data collected from referral pathway
 - Annual number of referrals
 - Summary of source of referrals
 - Success rate following referrals
 - Family engagement during the intervention
 - Number and characteristics (e.g., age, referral reason, language) of students served with each service

SHAC Agenda and Minutes

School Community Communications

- School meal outreach materials

Student Records

- Health room/nurse records - patterns of concerns

School Policies

- Related to drinking water access that address issues such as allowing students to bring fillable water containers to class, allowing students to get a drink of water during class, or providing cups at water access points

Interview Responses

- Parent/caregiver
- Student
- School staff who support physical education/health

Campus / Classroom Observations

Culture & Climate Survey Results

Lever 4 – Supportive Discipline

Campus Student Handbook

District Student Code of Conduct

Campus Improvement Plan

- Lesson plans with scope and sequences that address:
 - Classroom expectations, procedures, and routines
 - Campus expectations, procedures, and routines
- Professional learning that addresses:
 - Classroom expectations, procedures, and routines
 - Campus expectations, procedures, and routines
 - Positive behavior support, supportive discipline, and classroom management techniques, including district discipline policies and the student code of conduct that include ongoing coaching and support
 - Immediate and specific praise to reinforce students meeting behavioral expectations, behaviors that support the classroom culture of caring

Campus Level Reports

- Reinforcement data
- Behavior data from other settings (e.g., lunchroom, bus, hallways)
- Disciplinary data
- Attendance and truancy data
- Behavior Support Team records

Campus Service Delivery Plan or Campus Improvement Plan

- **Alternative Education Settings**

- Considerations of program/practice selection
- Plan for supporting fidelity (e.g., training, coaching, observation)
- Measure(s) of impact or outcomes of universal programming
- Curriculum or lesson plans to support universal programs

- **Absenteeism/Tuancy**

- Menu of interventions to address barriers to attendance (e.g., safe transportation, addressing bullying) and strategies to enhance engagement (e.g., mentoring, positive reinforcement)
- Sample of student support plans across services (both Tier 2 and Tier 3)

Behavior Support Team (BST)

- BST roster
- BST assignments and procedures for accessing support
- Reinforcement strategy documentation (i.e., positive phone calls to families, lunch with a staff member, etc.)

Interview Responses

- Parent/caregiver
- Student
- School Staff

Campus / Classroom Observations

Culture & Climate Survey Results

Lever 6: Systems and Structures

Universal, Tier 2, and Tier 3 Interventions

- List of available interventions utilized during SST process
- Sample student support plan(s)

Student Support Team

- Team roster
- SST handbook
- SST forms, documentation, and meeting minutes
- Observation notes from a SST meeting
- Data reports from the SST meeting
 - Student Referral Data Tracking Report

Written communication from campus administration & staff

- Newsletters
- Staff emails
- Social media posts
- Student and Parent Handbook
- Parents and caregiver communication
 - Flyers, emails, communication log, website, social media

Culture & Climate Survey Results

Campus / Classroom Observations

Lever 7: Capacity Building

Professional Learning Plans

- Educator Training Plans
 - Professional learning calendar
 - Training agendas or lesson plans
 - Training attendance logs
 - Training evaluation results
 - Pre or post-surveys
 - Sample educator goals

Parent & Caregiver Training

- Training calendar
- Training agendas, lesson plans, or curricula
- Training attendance logs
- Post-survey results

Classroom Lesson Plans

- Evidence of student leadership in the classroom

Campus / Classroom Observations

Lever 8: Partnerships with Families and Communities

Parent & Caregiver Training

- Training calendar
- Training agendas, lesson plans, or curricula
- Training attendance logs
- Post-survey results

Parent-Teacher Conferences

- Meeting agenda or notes
- Conference sign-in sheet

School Community Communications

- Regular communication with families and caregivers
 - o School website
 - o Social Media
 - o Communication application

Interview Responses

- Parent/caregiver
- Staff

Lever 9: School Climate and Culture

Campus Improvement Plan

- Campus mission, vision, and value statements that include a focus on non-academics
- Lesson plans and scope and sequences that address:
 - Sense of belonging
- Professional learning that addresses:
 - Mission, vision, and values statements
 - Staff recognition plans
 - Strategies to enhance communication and positive relationships within the school community

School Community Communications

- Regular recognition of students and school staff members for accomplishments within and outside of the school setting

Student Records

- Discipline patterns

Interview Responses

- Parent/caregiver
- Student
- School Staff

Campus / Classroom Observations

Culture & Climate Survey Results

