

School Transformation Framework

An approach to high quality SCHOOL-based practices: Including ALL students

	BEHAVIOR INSTRUCTION	ACADEMIC INSTRUCTION	STUDENT PLANNING	OUTCOMES
SCHOOL-WIDE	<ul style="list-style-type: none"> Behavioral expectations defined Tier 1 Practices for Prevention, Teaching and Response to behavior Evidence-based Tier 2 and Tier 3 interventions Staff understand “function-based” thinking Support and reinforcement for teachers 	<ul style="list-style-type: none"> Consistent structure for high quality universally designed and differentiated lesson planning Teacher mentoring plan Professional development and coaching system Evidence-based Tier 2 and Tier 3 interventions for reading and math 	<ul style="list-style-type: none"> Scheduling students: natural proportions Scheduling teachers: collaborative planning time Process for ALL students with disabilities to be included Work experiences (HS) designed based on individualized transition planning 	School wide policies and procedures in place for a safe school with high quality instruction and students who are achieving, including all students with disabilities learning in general education settings.
CLASS-ROOMS	<ul style="list-style-type: none"> Tier 1: consistent classroom rules/expectations designed & implemented High quality classroom management 	<ul style="list-style-type: none"> Differentiated lesson planning and instruction ongoing Co-teaching structures used Collaboration on lesson planning and assessments 	<ul style="list-style-type: none"> Class-wide accommodations and modifications incorporated into lessons Peer supports used Collaborative problem-solving structures in place 	Classrooms where teachers are supported, collaborate, and deliver high quality instruction.
STUDENTS	<ul style="list-style-type: none"> Tier 2 supplemental interventions and Tier 3 intensive interventions are matched to the behavior function and implemented with fidelity Functional Behavioral Assessments Individualized positive behavioral support plans Data-based decision making 	<ul style="list-style-type: none"> Tier 2 supplemental interventions and Tier 3 intensive interventions are matched to the curriculum and student need, and implemented with fidelity Curriculum modifications and supports implemented Meaningful participation in curriculum 	<ul style="list-style-type: none"> Individualized student action plans as needed Communication systems for non-verbal and low-verbal students Social skills and relationships planning & support Individualized planning 	Students are engaged, learn, have positive social interactions, and plans for post-school community employment and/or education. Students have improved academic and behavior performance, and decreased gaps for subgroups in reading and math performance.
DATA Sources for Evaluation	Office Discipline Referrals Staff/Student Surveys Suspension Other:	# classes passed State assessment Benchmark Data # students needing credit recovery	% dropout % time in Gen. Ed. and # students not in the school Student engagement	POSITIVE STUDENT OUTCOMES!

