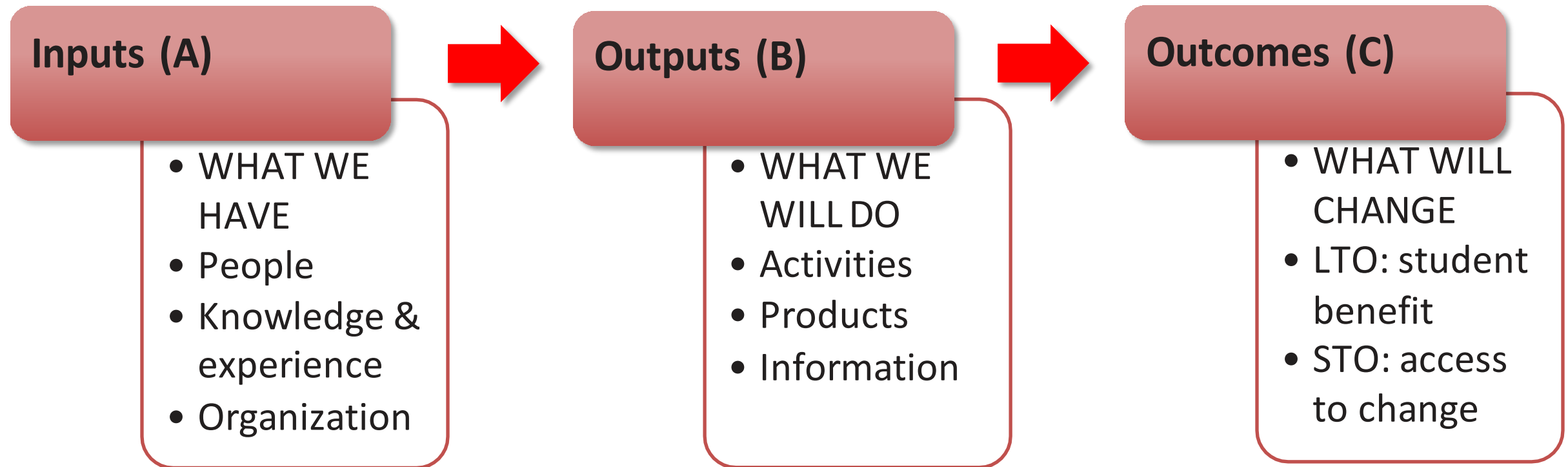


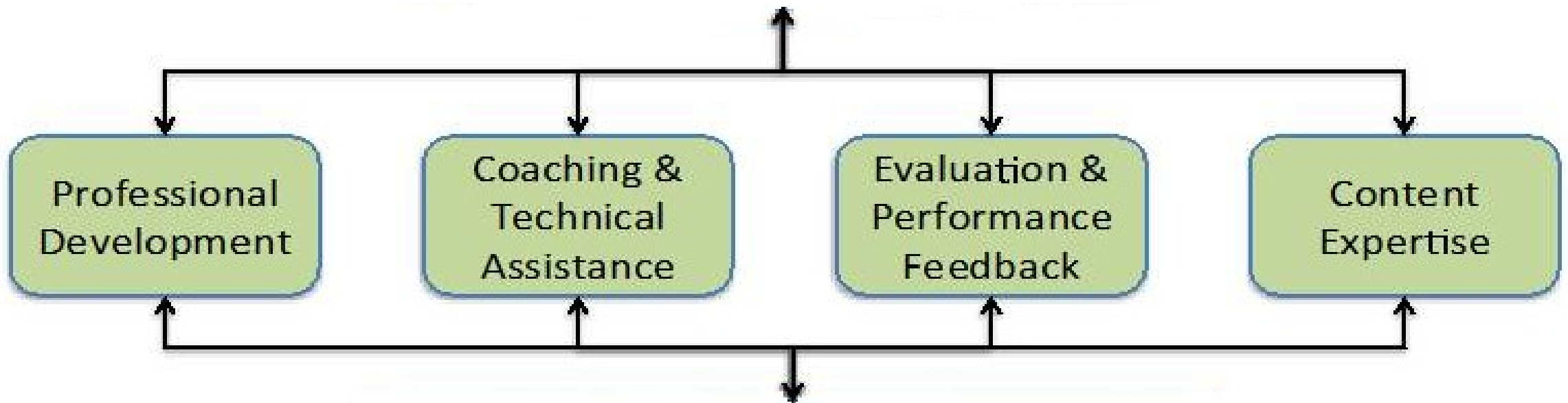
Logic of logic models



Sections

Implementation Blueprint: Competency Driver.....	22
Implementation Blueprint: Organizational & Leadership Drivers.....	88

Implementation Blueprint: Competency Driver



Buckets	Goals	Inputs	Outputs	Student Outcomes
<p>New schools</p> <ul style="list-style-type: none"> □ Never trained to implement Universal Tier 1 PBIS , or □ Never met Tier 1 PBIS fidelity after 3 annual fidelity assessments. 	<p>Schools Teams will:</p> <ul style="list-style-type: none"> □ Reach Tier 1 fidelity in two-years or less, □ Independently sustain Tier 1 fidelity annually after training is complete or with regional support provided as needed and indicated by data (e.g., develop a system to identify schools not likely to complete an annual fidelity assessment independently during training), □ 	<p>MDE Mgt and RIP Teams will support:</p> <ul style="list-style-type: none"> □ Regional cohort SWPBIS training and coaching or □ Coop SWPBIS Implementation and coaching or □ District SWPBIS Implementation Team training and coaching. □ Alternative cohort training/coaching pathways (e.g., District Training Cohort, District trains own schools) □ 	<p>Schools Teams will:</p> <ul style="list-style-type: none"> □ Meet fidelity with regional and/or district/coop implementation supports during training, and □ Independently sustain fidelity annually or with regional or district support only as needed and indicated by data after training. □ Prepare to select Tier 2&3 practices for students that align with their Tier 1 practices and identified student need. 	<ul style="list-style-type: none"> □ Beyond regional implementation supports, schools demonstrate that more than 80% of students benefit from schoolwide PBIS at fidelity without targeted or intensive supports as measured by X (ODR rates, suspension rates, attendance rates etc.). □ Support the social, emotional & behavioral needs of all of their students, with at least 80% demonstrating benefit from Tier 1 PBIS alone, (data source: school climate survey data)
<p>Classroom Systems</p>	<ul style="list-style-type: none"> ✓ Each cohort-participating school will have at least one internal coach, able to work <i>directly</i> with teachers (train, support and evaluate the implementation of PBIS classroom systems, practices/procedures within a school). ✓ At least one Regional Implementation Project will have developed sufficient capacity to provide support to 	<ul style="list-style-type: none"> □ Revise internal coaching scope and sequence to include identifying, using and measuring the implementation of PBIS Classroom systems and contextualize to local school/teacher needs □ Ensure developing regional external coaching systems are structured to include explicit support for internal coaches to identify, train, coach and measure implementation of PBIS 	<ul style="list-style-type: none"> □ Each school will have at least 60% of classrooms using “identified” trained PBIS classroom systems practices/procedures by the end of cohort involvement; or 1.5 average on Tier I TFI item #1.8 across 6 administrations □ Sustaining schools will demonstrate an average score of 1.5 or higher on Tier I TFI item #1.8 across 3 administrations. 	

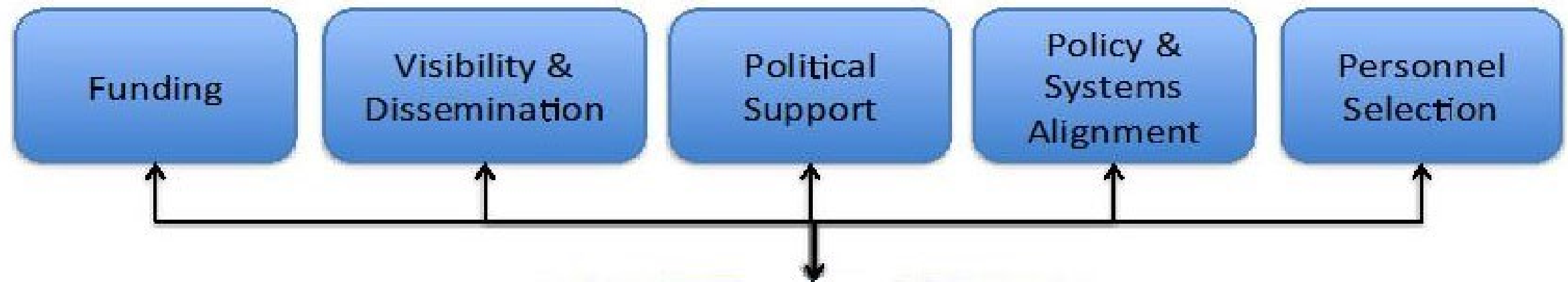
	<p>internal coaches (both new and experienced) to effectively, efficiently and consistently coach the use PBIS of Classroom Systems practices/procedures</p> <p>Or</p> <p>Sustaining Schools that have Internal coaching FTE where classroom systems is still low as measured by things like TFI #8</p>	<p>Classroom Systems practices/procedures</p> <ul style="list-style-type: none"> □ Consultation with PBIS National Center staff expertise/research/training/coaching on emerging evidence based PBIS classroom practices and fidelity measures <ul style="list-style-type: none"> □ 	<p>(can pull recent TFI data and determine a statewide baseline to work from)</p>	
<p>Reconnecting schools*</p> <ul style="list-style-type: none"> □ Were trained to implement some or all of Universal Tier 1 PBIS, and □ Met/approached Tier 1 PBIS fidelity at least once <p>Examples:</p> <ul style="list-style-type: none"> □ School completed or partially completed training, met fidelity, but is no longer collecting fidelity. □ School did not complete training 	<p>Schools will:</p> <ul style="list-style-type: none"> □ Connect with the tools and products that they used to reach or approach Tier 1 fidelity, □ Share missing tools/products from Universal Tier 1 of PBIS Implementation and current fidelity data with district/coop and/or regional implementation project (RIP) □ Receive support to build missing tools, and reach fidelity in one year or less, □ Sustain fidelity annually without regional support, and with or without district support after training, □ Support the social, emotional & behavioral needs of all of their 	<ul style="list-style-type: none"> □ Regional cohort SWPBIS training and/or coaching to address specific tool/product missing, and support school back up to Tier 1 fidelity, or <ul style="list-style-type: none"> ✓ E.g., survey tool for products created during Universal Tier 1 implementation tied to TFI Tier 1 items, or ✓ Develop tool that maps 8 steps of implementation to TFI data (similar to MRIP mapping other fidelity tools to TFI), and teams attend the days of training that meet those needs after taking a TFI. □ District/coop SWPBIS Implementation Team to prioritize supports. □ Develop a calendar that guides sustaining schools in annual data collection/fidelity 	<p>Schools will:</p> <p>Meet fidelity with regional and/or district/coop implementation supports during training, and</p> <p>Sustain fidelity annually without regional support, and with or without district support after training.</p>	<p>Beyond regional implementation supports, schools demonstrate that more than 80% of students benefit from schoolwide PBIS at fidelity without targeted or intensive supports as measured by X (ODR rates, suspension rates, attendance rates etc.).</p>

<p>and did not meet fidelity.</p> <p>* Think 3 tiers of need and supports for these schools</p>	<p>students, with at least 80% demonstrating benefit from Tier 1 PBIS alone, and</p> <ul style="list-style-type: none"> □ Prepare to select Tier 2&3 practices for students that align with their student needs and Tier 1 practices. 	<ul style="list-style-type: none"> □ Contact schools quarterly to determine if there is an unmet need that can be addressed at a regional level □ Ensure that teams and contacts are up to date with the PBIS systems. 		
<p>Sustaining schools</p> <ul style="list-style-type: none"> □ Trained to implement Tier 1 PBIS and met fidelity, or □ Met Tier 1 PBIS fidelity after assessing for at least three years without training supports, and □ Still measuring fidelity annually. 	<p>Schools will:</p> <ul style="list-style-type: none"> □ Sustain fidelity annually without regional support, and with or without district support, □ Support the social, emotional & behavioral needs of all of their students, with at least 80% demonstrating benefit from Tier 1 PBIS alone (as measured by X), and □ Select Tier 2&3 practices for students that align with their Tier 1 student needs and PBIS practices. 	<p>Sustainability meetings with a predictable scope and sequence or based on prioritized data,</p> <p>Annual PBIS Summer Institute, and</p> <p>Recognition of Exemplar Schools and Districts/Coops meeting both fidelity/capacity and student outcomes (both ‘applying’ and ‘not yet applying’)</p> <p>Regional External Coaching system to support data identified need (e.g., prompting annual fidelity measurement)</p>	<p>Schools will:</p> <p>Meet fidelity with regional and/or district/coop implementation supports during training.</p> <p>Sustain fidelity annually without regional support, and with or without district support after training.</p> <p>Increase in number of Exemplar Schools and Districts/Coops (both applying and non-applying)</p>	<p>Beyond regional implementation supports, schools demonstrate that more than 80% of students benefit from schoolwide PBIS at fidelity without targeted or intensive supports, as measured by X (ODR rates, suspension rates, attendance rates etc.).</p>
<p>Advanced tiers</p> <ul style="list-style-type: none"> □ Trained to implement Universal Tier 1 PBIS and met Tier 1 PBIS fidelity, or 	<p>Schools will:</p> <p>Select and implement Tier 2&3 practices for students that align with their Tier 1 practices,</p>	<ul style="list-style-type: none"> □ Regional cohort Tiers 2&3 training (and coaching when district cannot yet provide), □ Coop Tiers 2&3 training (and coaching when district cannot yet provide), or 	<p>Schools will:</p> <p>Meet Tier 2 and 3 fidelity with regional and/or district/coop implementation supports during training.</p>	<p>Students are accurately identified and provided Tier 2 or 3 support with fidelity, and</p>

<ul style="list-style-type: none"> □ Met Tier 1 PBIS fidelity after assessing for at least three years without training supports, and □ Still measuring fidelity annually, <p>And...</p> <ul style="list-style-type: none"> □ Have begun to select/align Tier 2/3 practices. 	<p>Annually assess Tier 2&3 implementation fidelity data (e.g., TFI), and</p> <p>Monitor practice-fidelity data on at least one Tier 2 practice and at least one Tier 3 practice.</p>	<ul style="list-style-type: none"> □ District Tiers 2&3 Implementation Team training and coaching. 	<p>Sustain Tier 2 & 3 fidelity annually without regional support, and with or without district support after training.</p> <p>Have fidelity data on at least one Tier 2 practice and/or one Tier 3 practice during training.</p>	<p>Suspension Rates per Hundred for schools are below statewide and/or region-wide rates.</p>
<p>District/Coop implementation</p> <p>Have at least two sustaining Tier 1 PBIS schools, and have built a team with members that have at least one of the following competencies:</p> <ul style="list-style-type: none"> □ Fluency with PBIS, □ Knowledge & Use of Implementation Science, □ Employ Improvement Cycles, 	<p>District/Coop will:</p> <p>Use a district/coop application or Give/Get with RIP & MDE to adapt to local context with alignment,</p> <p>Support 60% or more of their selected schools to reach and sustain fidelity annually, and</p> <p>Use District Capacity Assessment (DCA) [for future reference] annually to measure capacity to support schools to implement SWPBIS.</p> <p>Build internal district/coop capacity to train, coach and evaluate with 2-</p>	<p>District/Coop external coaching support provided by RIP coaches as needed based on data,</p> <p>RIP helps District/coop SWPBIS Implementation Team to prioritize supports as needed based on data</p> <p>District actions plans around two DCAs the first year, then annual DCAs each year after that</p>	<p>RIP Member participates in regular meetings to monitor district-wide implementation data until district/coop team can support at least 60% of schools within district/coop,</p> <p>RIP helps administer and facilitate DCA annually (twice the first year) until district reaches 80 on DCA, and</p> <p>District can support 60% or more of schools to support at least 80% of students with schoolwide PBIS as measured by ODRs.</p>	<p>District overall suspension rates per hundred (RPH) are no more than __RPH</p>

<p>□ Solve problems that impact schools by guiding policy and funding streams, while sharing districtwide or coop-wide data to Regional Implementation Projects (RIPs) when requiring a Systems Intervention.</p>	<p>3 dedicated trainer candidates, external coach and dedicated data/evaluation.</p> <p>Have tools to answer questions about student outcomes around equity, and capacity to use PBIS tools to address equity.</p> <p>'NewSchools' in district will:</p> <p>Apply for training using school application,</p> <p>TFI Baseline.</p> <p>'Reconnecting Schools' in district will:</p> <p>TFI Baseline (within past year).</p> <p>Action plan based on TFI results</p>			
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Implementation Blueprint: Organizational & Leadership Drivers



Buckets	Goals	Inputs	Outputs	Capacity
<p>Educator preparation programs with PBIS competencies in licensure standards</p> <ul style="list-style-type: none"> □ Special education □ School psychology 	<p>Educator preparation programs will:</p> <p>Connect with schools and districts that implement PBIS, the Regional Implementation Project in their area, and PBIS Minnesota.</p> <p>Increase coverage of PBIS competencies.</p> <p>Contain at least one faculty member who has expertise in PBIS.</p> <p>Provide at least one faculty member who contributes to PBIS efforts at the state, regional, district/coop, or school level.</p> <p>Produce graduates who are competent beginners in terms of PBIS knowledge and skills.</p>	<p>Special education teacher and school psychology preparation programs in Minnesota universities.</p> <p>State, regional, district/coop, and school PBIS staff.</p> <p>PBIS training and coaching</p> <p>PBIS materials.</p>	<p>PBISMN will:</p> <p>Survey educator preparation programs regarding PBIS content in programs.</p> <p>Provide initial and ongoing standard or customized PBIS training and support for preparation program faculty.</p> <p>Provide opportunities for PBIS-trained preparation program faculty to support PBIS efforts at the state, regional, district/coop, or school level.</p>	<p>Preparation programs increase the teaching, development, and assessment of PBIS knowledge and skills in preparation programs.</p> <p>Preparation program faculty increase the support they provide at the state, regional, district/coop, and school levels</p> <p>There is an increase in preparation program graduates who are initially competent in PBIS.</p>
<p>Educator preparation programs</p>	<p>Educator preparation programs will:</p> <p>Connect with schools and districts that implement PBIS, the Regional</p>	<p>General education teacher and related services professional</p>	<p>PBISMN will:</p> <p>Identify PBIS standards in current educator licensure requirements.</p>	<p>Licensure requirements for PBIS knowledge and skills are increased.</p>

<p>without PBIS competencies in licensure standards:</p> <ul style="list-style-type: none"> □ General education □ Educational administration □ Related services other than school psychology 	<p>Implementation Project in their area, and PBIS Minnesota.</p> <p>Increase coverage of PBIS competencies.</p> <p>Contain at least one faculty member who has expertise in PBIS.</p> <p>Provide at least one faculty member who contributes to PBIS efforts at the state, regional, district/coop, or school level.</p> <p>Produce graduates who are competent beginners in terms of PBIS knowledge and skills.</p>	<p>preparation programs in Minnesota universities.</p> <p>Educator preparation agencies and organizations, e.g., Minnesota Professional Educator Licensing and Standards Board, Minnesota Board of School Administrators, Minnesota Association of Colleges for Teacher Education, Minnesota Association for Supervision and Curriculum Development, Minnesota Council for Exceptional Children.</p> <p>State, regional, district/coop, and school PBIS staff.</p> <p>PBIS training and coaching.</p> <p>PBIS materials.</p>	<ul style="list-style-type: none"> □ Generate PBIS standards to include in revisions of licensure requirements. <p>Collaborate with educator preparation agencies and organizations to increase requirements for PBIS knowledge and skills in preparation programs.</p> <p>Provide initial and ongoing standard or customized PBIS training and support for preparation programs and faculty.</p> <p>Provide opportunities for PBIS-trained preparation program faculty to support PBIS efforts at the state, regional, district/coop, or school level.</p>	<p>Preparation programs increase the teaching, development, and assessment of PBIS knowledge and skills in preparation programs.</p> <p>Preparation program faculty increase the support they provide at the state, regional, district/coop, and school levels.</p> <p>There is an increase in preparation program graduates who are initially competent in PBIS.</p>
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Buckets	Goals	Inputs	Outputs	Implementation Elements
<p>Training Capacity</p> <p>▫ Network of trainers</p>	<p>RIPs have:</p> <p>Continued to build a network of trainers across MN with content expertise, understanding of local context, and availability to schools & districts.</p> <p>Trainers that reflect the diversity of MN educators, students & families.</p>	<p>Map active trainers and current location that Trainer Workgroup can update, and share with SLT annually & as requested.</p> <p>Select trainer interns who live in areas that are currently more than a 1-hour drive from current cohort training sites.</p> <p>Select trainers from professional demographics to better mirror the experiences below:</p> <ul style="list-style-type: none"> ✓ GenEd teacher ✓ SpEd teacher ✓ Administrator ✓ School psych ✓ Social worker ✓ School counselor ✓ Mental health provider ✓ Internal or external coach ✓ Paraprofessional Childhood 	<p>At least ___% of 'New School' teams will travel no more than 1-hour for regional, district or coop trainings.</p> <p>At least ___ districts will move from having 0% of schools trained to at least 1% to 59% schools trained by Fall 2021.</p> <p>At least one intern trainer that is trained for state level cohorts, but also serves as a district or coop trainer for at least one local cohort.</p> <p>Balanced trainer demographics among the following grade levels:</p> <ul style="list-style-type: none"> ✓ Early Childhood ✓ Elementary ✓ Middle School ✓ High School ✓ Post-secondary 	<p>Policy & Systems Alignment</p> <p>Personnel Readiness/Selection</p> <p>Professional Development</p> <p>Evaluation & Performance Feedback</p> <p>Content Expertise</p>

		<p>Use an Affirmative Action Plan or similar tool for trainer selection to better mirror the diversity of MN.</p>	<p>Balanced trainer demographics among the following school demographics:</p> <ul style="list-style-type: none"> ✓ Rural ✓ Suburban ✓ Urban ✓ Gen Ed ✓ SpEd ✓ Charter ✓ ALC or Setting IV ✓ Residential or Correctional ✓ ELL ✓ High Poverty or HHM ✓ American Indian ✓ Asian/Pacific Islander ✓ Black ✓ Disability status ✓ Latino/Latina ✓ LGBT ✓ Multilingual <p>Measured increase in diversity of trainers, including but not limited to the following demographics:</p> <ul style="list-style-type: none"> ✓ American Indian ✓ Asian/Pacific Islander ✓ Black ✓ Disability status ✓ Latino/Latina 	
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			<ul style="list-style-type: none"> ✓ LGBT ✓ Multilingual 	
<p>External Coaching & SWIS Capacity</p> <ul style="list-style-type: none"> □ Network of external coaches for facilitation of PBIS fidelity □ Network of SWIS facilitators 	<p>RIPs will:</p> <p>Build regional coaching supports across MN for schools & districts that do not yet have their own external coaches to facilitate fidelity assessments and/or have local capacity to “precision problem-solve” student outcomes.</p> <p>RIPs that provide Classroom Systems professional development will:</p> <ul style="list-style-type: none"> ✓ Use a tool like CW-Fit to train and coach internal coaches on classroom walkthroughs, and using the data to precision-problem solve with MTSS for PD around building-level staff needs 	<p>Develop SWIS Facilitator & External Coaching Workgroup to focus support on building district, coop and/or ‘neighbor-exchange’ capacity to facilitate fidelity assessments and SWIS.</p> <p>Map regionally-funded and district-funded external coaches, along with current location, that SWIS Facilitator & External Coaching Workgroup can update, and share with SLT annually & as requested.</p> <p>Hire external coaches who live in areas that are currently more than 45-minute drive from districts or coops that have external coaches or ‘neighborexchanges’.</p> <p>Provide FTE for SWIS facilitators who live in areas that are currently no more than 45-minute drive from districts or coops that have external</p>	<p>‘New Schools’ will administer & action plan w/data from:</p> <ul style="list-style-type: none"> ✓ Three (3) TFIs for progress monitoring; and ✓ One (1) TFI w/fidelity walkthrough annually. <p>‘Reconnecting’ or ‘Sustaining’ schools will administer & action plan w/data from:</p> <ul style="list-style-type: none"> ✓ At least one (1) TIC/TFI for progress monitoring; and ✓ One (1) TFI, SET or BoQ w/fidelity walkthrough annually. <p>90% of ‘New’ or ‘Reconnecting’ schools in MN that request SWIS get:</p> <ul style="list-style-type: none"> ✓ Readiness, ✓ Licensing, ✓ Swift at SWIS Training, ✓ Coaching teams to use SWIS data for decision-making (3+ meetings first year), 	<p>Policy & Systems Alignment</p> <p>Personnel Readiness/Selection</p> <p>Coaching & Technical Assistance</p> <p>Evaluation & Performance Feedback</p> <p>Content Expertise</p>

		<p>coaches or ‘neighbor exchanges’ at the following levels:</p> <ul style="list-style-type: none"> ✓ 15-20 hrs per new school per yr; ✓ 5 hrs per trained school per yr; ✓ 5-10 hrs per yr for SWIS Facilitator PD. <p>Develop FTE ratio of SWIS facilitators per district/school in more densely populated areas to meet exchange levels outlined above</p> <p>Develop an annual recruitment pool of students for SWIS Facilitators from at least one IHE.</p>	<ul style="list-style-type: none"> ✓ Follow-up Readiness Review, in their first year. <p>80% of ‘Sustaining Schools’ in MN that have been using SWIS get:</p> <ul style="list-style-type: none"> ✓ User training, TA & updates to each authorized user, ✓ Team coaching & updates for continuous quality improvement, ✓ Systems refinement, documentation & procedures related to the quality of decision systems, ✓ Annual readiness reviews, communication, coaching, new user training & other tasks to maintain implementation fidelity each year. 	
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