

TACOMA WHOLE CHILD IMPLEMENTATION PLAN

Exploration

Installation

Initial Implementation

Full Implementation

Sustainability

| Year 1 Objective: Readiness for Sustainable Change | Years 2 & 3 Objectives: 1) Positive, Engaging, and Safe Learning Environments and 2) Social Emotional Learning | | Years 4 & 5 Objectives: 1) Multi-Tiered System of Academic Supports, 2) Dropout Prevention, and 3) Tier II and III Positive Behavioral Supports | | Years 6 & 7 Objectives: School-Based Mental Health, Intensive Academic and Social Emotional Interventions, Data-Based Continuous Improvement | | Year 8 Objective: Sustain and continuously improve comprehensive system of support |
|--|---|--|---|--|--|---|---|
| <p>Build district and school readiness for sustainable change</p> <p><u>School Level</u></p> <ul style="list-style-type: none"> Establish and build leadership team capacity Measure readiness Measure school systems and practices Funding Braid initiatives Build staff awareness and buy-in <p><u>District Level</u></p> <ul style="list-style-type: none"> Establish and build leadership team capacity Braid initiatives Measure readiness Funding/Resources Align data systems Policy Strategic plan and whole child benchmarks | <p>Implement and evaluate school wide (Tier 1) Positive Behavioral Intervention Supports (PBIS) systems</p> <ul style="list-style-type: none"> Clear, consistent, explicitly taught behavioral guidelines and expectations in non-classroom contexts Reinforcement of positive behavior Active supervision Social emotional learning (SEL) <p><u>Readiness</u></p> <p>Readiness for PBIS in the classroom</p> <ul style="list-style-type: none"> Build capacity of professional learning communities Readiness for social emotional screening | <p>Implement and evaluate classroom PBIS</p> <p>Implement social emotional screening system</p> <p><u>Readiness</u></p> <ul style="list-style-type: none"> Secondary (Tier II) positive behavioral support systems. Screening for academic strengths and needs Dropout early warning system | <p>Implement and evaluate secondary (Tier II) positive behavioral support systems.</p> <p>Implement academic screening system</p> <p>Implement dropout early warning system</p> <p>Implement behavioral progress monitoring</p> <p><u>Readiness</u></p> <ul style="list-style-type: none"> Tertiary systems of behavioral support (Tier III) School-wide academic progress monitoring | <p>Implement and evaluate tertiary prevention systems of behavioral support (Tier III)</p> <ul style="list-style-type: none"> Behavioral problem-solving procedures Function-based interventions <p>Implement academic progress monitoring</p> <p><u>Readiness</u></p> <ul style="list-style-type: none"> Multi-tiered system of academic supports Evidence-based academic interventions (Tier II and III) | <p>Integrated Case Management for students in need of intensive social emotional supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies <p>Implement multi-tiered system of academic supports</p> <p>Implement evidence-based academic interventions (Tier II and III)</p> <p><u>Readiness</u></p> <ul style="list-style-type: none"> School-based mental health (Interconnected Systems Framework) Data-based continuous improvement (evaluation of system, tiers, and interventions) | <p>Integrated Case Management and wraparound supports for students in need of intensive supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies. <p>Implement school-based mental health (Interconnected Systems Framework)</p> <p>Implement data-based continuous improvement</p> <p><u>Readiness</u></p> <ul style="list-style-type: none"> Sustainability checklists for evidence-based practices Institutionalizing quality assurance mechanisms | <p>Full implementation of multi-tiered system of support</p> <p>Institutionalize quality assurance mechanism to evaluate use of data and nurture organizational culture, leadership, and staff</p> <ul style="list-style-type: none"> Sustainability of training, coaching, district and school implementation teams, professional learning communities, policy, visibility, and funding <p>Sustainability checklists for evidence-based practices and interventions</p> |