

Todd County School District SS/HS Logic Map

Element One--Safe School Environments and Violence Prevention Activities

Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partner's Roles	Outcomes	How Outcomes Will Be Measured
<p>High Incidence of Safe School Violations; Todd County High School identified as "Persistently Dangerous under NCLB; 70% of 6th through 12 graders surveyed report not feeling safe at school. The number of juvenile cases heard by the RST Family Wellness</p>	<p>Goal 1.1. To provide a network of services, supports, and activities that promote safety, create a safe school environment, and that help us build relationships.</p>	<p><b>Objective 1.1.</b> As the result of a partnership with local law enforcement, by the end of this project the incidence of violence in all of the district schools will be reduced by 60%, as measured by the Safe Schools Report required</p>	<p><b>Strategy 1.1.1:</b> Place one school resource officer in the high school.</p>	<p>TCSD will subcontract one FTE to the Rosebud Sioux Tribe Police Department and the PD provides 1 School Resource Officer. TCSD hosts School Resource Officer</p>	<p><b>Outcomes 1.1.1.</b> Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>

<p>Court more than doubled between 2005 and 2006</p>		<p><b>Objective 1.2.</b> By the end of this project, as the result of placing security cameras in all of the buildings, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state.</p>	<p><b>Strategy 1.2.1</b> Continue to place security cameras in school buildings</p>	<p>Project Director will work with building administration who will continue to place security cameras into schools to ensure that they are monitored and maintained.</p>	<p><b>Outcome 1.2.1.</b> Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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		<p><b>Objective 1.3.</b> By the end of this project, as the result of placing security cameras on all of the school buses, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state</p>	<p><b>Strategy 1.3.1.</b> Continue to place security cameras on school buses</p>	<p>Project Director will work with bus shop, who will continue to place security cameras on buses and to ensure that they are monitored and maintained.</p>	<p><b>Outcome 1.3.1</b> Reduced violence, increase in the number of students who report that they feel safe on the way to and from school, increased attendance, increased graduation rate, increased student academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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		<p><b>Objective 1.4.</b> By the end of this project, as the result of training all staff in the Nonviolent Crisis Intervention Model, incidences of student disruptive behavior will be reduced by 15% each year, as measured by the Safe Schools Report</p>	<p><b>Strategy 1.4.1.</b> Train staff, over a four-year period, in the Nonviolent Crisis Intervention Model.</p>	<p>TCSD Project Director in collaboration with the district's Director of Curriculum and Staff Development will facilitate training. All staff will implement program.</p>	<p><b>Outcome 1.4.1.</b> Staff with additional skills to prevent or deescalate violence. Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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		<p><b>Objective 1.5.</b> As the result of initiating an informal Truancy Court in the high school, the incidence of student disruptive behavior will be reduced by 15% each year of the project, as measured by the Safe Schools Report.</p>	<p><b>Strategy 1.5.1.</b> Initiate informal Truancy Court in the high school.</p>	<p>TCSD will subcontract one FTE to the Rosebud Sioux Tribe Family Wellness Court, and the court will collaborate with TCMS administration to implement Truancy Court.</p>	<p><b>Outcome 1.5.1</b> Reduced violence, increase in the number of students who report that they feel safe in school, increased attendance, increased graduation rate, increased student academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
Element Two--Alcohol, Tobacco, and Other Drugs Prevention						
Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partner's Roles	Outcomes	How Outcomes Will Be Measured

<p>Student Drug and Alcohol Survey shows unacceptable level of use of drugs and alcohol by 6th through 12th graders.</p>	<p><b>Goal 2. To provide a network of services, supports, and activities that promote the prevention of alcohol, tobacco, and drug abuse.</b></p>	<p><b>Objective 2.1.</b> By the end of the project, we will have reduced the number of students who dropout or fail academically, as measured by local attendance, dropout, and achievement data.</p>	<p><b>Strategy 2.2.1.</b> Extend counseling staff by one to improve the quality of developmental counseling services PreK-12.</p>	<p>TCSD will add 1 transition counselor who will work with 8th and 9th graders</p>	<p><b>Outcome 2.2.1.</b> Reduction in the number of students reporting drug, alcohol, or tobacco use; reduction in the number drug, alcohol, and tobacco infractions; increase in student attendance and graduation rates, increase in student achievement.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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			<p><b>Strategy 2.2.2.</b> We will contract with Southern Plains Behavioral Health Services for a certified drug and alcohol counselor who will implement a Student Assistance Program</p>	<p>TCSD will subcontract with Southern Plains Behavioral Health Services for a Drug and Alcohol Counselor who will provide services within the school district.</p>	<p><b>Outcome 2.2.2.</b> Reduction in the number of students reporting drug, alcohol, or tobacco use; reduction in the number drug, alcohol, and tobacco infractions; increase in student attendance and graduations rates, increase in student achievement.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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			<p><b>Strategy 2.2.2.</b> Link students who need treatment with the services that are available and, also, facilitate after-care services. We will contract with the tribe's Family Wellness Court for a case manager who will work with students, families, and the school to close this gap.</p>	<p>TCSD will subcontract with RST Family Wellness Court for a case manager who will facilitate services for students going to and coming from treatment.</p>	<p><b>Outcome 2.2.2.</b> Students who need treatment will get into treatment quicker; all students who participate in treatment will receive adequate after-care.</p>	<p>The case manager will maintain data on all clients to track when the client was identified for services, when services were provided, and when and how aftercare occurred.</p>
Element 3: Student Behavioral, Social and Emotional Supports						
Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partner's Roles	Outcomes	How Outcomes Will Be Measured

<p>The Rosebud Sioux Tribe Law Enforcement reports that from Jan 1, 2006 to December 31, 2006, there were three suicides and ninety-three attempted suicides; from January 1 to March 13 of 2007 there were three suicides and fifty-one attempted suicides.</p>	<p><b>To provide a network of services, supports, and activities that will improve student attendance, graduation rates, academic achievement AND reduce the number children committing suicide.</b></p>	<p><b>Objective 3.1:</b> Each year of the project, student social skills will have been enhanced as the result of comprehensive staff development in student behavior, as measured by the (reduction in the) number of students who get into trouble of any kind by 20% each year</p>	<p><b>Strategy 3.1.1.</b> We will train the entire staff (185 teachers and about 300 support staff (teacher aides, janitors, bus drivers, cooks, etc.) in Positive Behavioral Interventions and Support (PBI&amp;S).</p>	<p>Project Director will collaborate with the district's Director of Curriculum and Staff Development and facilitate the training of all staff in PBI&amp;S. Staff will implement the strategy. An embedded coach will support staff and continue to build capacity.</p>	<p><b>Outcome 3.1.1.;</b> Decrease in the number of suicides; decrease in the number of student discipline infractions, increase in student attendance, increase in student graduation rates, and increase in students' academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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<p>Juvenile Court Service Office of the Rosebud Sioux Tribe, in 2005 the tribe's Family Wellness Court heard 538 cases (249 of them were alcohol related). In 2006, the court heard 929 cases (417 of them were alcohol related).</p>		<p><b>Objective 3.2.</b> By the end of this project, by introducing positive behavioral interventions and supports, we will have improved student behaviors.</p>	<p><b>Strategy 3.2.1.</b> Continue interventions provided by the Attendance Intervention Team.</p>	<p>The project director will collaborate with the Attendance Intervention Team Coordinator to ensure that truant students and their families are identified and served.</p>	<p><b>Outcome 3.2.1</b> Increased student attendance; increased graduation rates; increased student academic performance, and increased parental involvement.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
<p>District-wide our student attendance runs about 7-10% lower than state averages.</p>			<p><b>Strategy 3.2.3.</b> Implement the culturally-congruent Peacemaker mediation strategy.</p>	<p>The project director with work with community mediators in the Peace maker model and will recruit and facilitate training of additional mediators.</p>	<p><b>Outcome 3.3.3.</b> Reduction in the number of student suicides; reduction in the number of teenage pregnancies; increase in student attendance and graduation rates; increase in students' academic performance.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data. Data will be maintained on all Peacekeeper</p>

			<p><b>Strategy 3.2.4.</b> Provide additional support for those students whose attendance (or lack thereof) has put the most at risk of failure. One case manager will work with students and families who are chronically absent from school.</p>	<p>Project Director will collaborate with Attendance Intervention Team Coordinator to recruit and employ 1 case manager who will work exclusively with chronically truant students and their families.</p>	<p><b>Outcome 3.2.4.</b> The number of students who are chronically absent from school will be reduced.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
<b>Element 4--Mental Health</b>						
Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partner's Roles	Outcomes	How Outcomes Will Be Measured

<p>In the 2006-07, 50 students received mental health services; 30 students remained on unserved, left on a waiting list. Because services were not available, some students did not even make the waiting list.</p>	<p><b>Goal 4: To provide a network of services, supports, and activities that promote mental health and intervention treatment in the school and in the community.</b></p>	<p><b>Objective 4.1.</b> Each year of the project, as the result of increased counseling and increased case management, the number of students receiving in-school mental health support will increase.</p>	<p><b>Strategy 4.1.1.</b> All students receive services through our developmental counseling program.</p>	<p>The district's developmental counseling program will continue. The project director will collaborate regularly with the district's counseling coordinator to ensure communication.</p>	<p><b>Outcome 4.1.1.</b> Continued student emotional and psychological health.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
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			<p><b>Strategy 4.1.2.</b> When necessary, the counseling staff will link up with Southern Plains Behavioral Health Services, using a number of research-based programs, which include Here's Looking at You (K-12), All Stars (6-8), Life Skills (K-6), and On Applebee Pond Puppets (pre-K-2).</p>	<p>The district's counseling staff will collaborate with SPBHS to introduce additional curriculum materials to include All Stars, Life Skills, On Applebee Pond Puppets</p>	<p><b>Outcome 4.1.2.</b> Increased student emotional and psychological health.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report data.</p>
			<p><b>Strategy 4.2.3.</b> Over the four years of the project we will train the entire staff in Applied Suicide Intervention Skills Training (ASIST).</p>	<p>Project Director will work with district's Director of Curriculum and Staff Development to facilitate training in and implementation of ASIST</p>	<p><b>Outcome 4.1.3.</b> Staff will developed additional tools to address issues surrounding suicide; elimination of student suicides.</p>	<p>Attendance data; graduation rate data. D-STEP reading and Math data. Student surveyed as to their level of feeling safe; Family Wellness Court data; Safe Schools Report</p>

		<p><b>Objective 4.2.</b> Each year of the project, as the result of contracting mental health services and other additional services from Southern Plains Behavioral Health Services, the number of students and families needing direct mental health services will increase.</p>	<p><b>Strategy 4.2.1.</b> Psychological testing and evaluations are currently available on a limited basis. Additional psychological testing and evaluation for all students in need will be available through the year.</p>	<p>Southern Plains Behavioral Health Services will provide additional psychological testing and evaluations.</p>	<p><b>Outcome 4.2.1.</b> Earlier identification of students in need of mental health services.</p>	<p>Southern Plains Behavior Health Services will maintain data on students assessed and serviced.</p>
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			<b>Strategy 4.2.2</b> We will link students at risk to the blended services of the area Systems of Care Network.	SPBHS, as the lead Systems of Care Network organization will ensure that additional students receive services.	<b>Outcome 4.2.2.</b> Increase in the number of students who need mental health services that will receive mental health services.	Southern Plains Behavior Health Services will maintain data on students assessed and serviced.
			<b>Strategy 4.2.3.</b> Provide Wrap Around services for students most at risk.	TCSD will subcontract with SPBHS for additional services	<b>Outcome 4.2.3</b> Increase in the number of students receiving mental health services.	Southern Plains Behavior Health Services will maintain data on students assessed and serviced.
<b>Element 5-- Early Childhood Psychosocial and Emotional Development Services</b>						
Needs and Gaps	Goals	Objectives	Activities, Curricula, Programs, and Services	Partner's Roles	Outcomes	How Outcomes Will Be Measured

<p>Fifty one percent (51%) of our five year olds are developmentally-delayed—not ready for school. Seventy percent (70%) of them are identified as Limited English Proficient. Nor are they proficient in Lakota. This means, in essence, that seventy percent of our incoming students are proficient in no language.</p>	<p><b>Goal 5: To support a continuum of prenatal and early childhood services for high-risk families which will bolster resilience to adversity and help children enter school with the necessary skills for pro social behavior and academic success.</b></p>	<p><b>Objective 5.1.</b> As the result of outreach services connecting school, tribal, and state early childhood services, we will have increased the percentage of pre-school developmental screening (0 to 5) to 100%.</p>	<p><b>Strategy 5.1.1.</b> Network with area services to ensure that all special needs children are identified and served as early as possible.</p>	<p>Project Director will collaborate with other area service providers to ensure that 0-5 children with special needs are identified.</p>	<p><b>Outcome 5.1.1.</b> Increased and earlier identification of and services for <b>special needs</b> pre school children.</p>	<p>The project director will maintain data on the number of 0-5 special needs children identified.</p>
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			<p><b>Strategy 5.1.2.</b> The school district provides an early childhood care center, which targets the children of students; increased identification means increased During the 2006-07 year only 20% of the qualified students participated</p>	<p>The project director will work with the district's student information system personnel to ensure that all eligible students are identified and served.</p>	<p><b>Outcome 5.1.2.</b> Increase the number of students who have children who stay in school.</p>	<p>The project director will work with the district's Director of Exceptional Education, who oversees the childcare program, and maintain data on students' served.</p>
		<p><b>Objective 5.2.</b> As a result of outreach services connecting school, tribal, and state early childhood services, we will have increased the number of preschool children receiving services.</p>	<p><b>Strategy 5.2.1.</b> Utilize an pre-school outreach worker to help identify all children and families (not just special needs) for services.</p>	<p>The project director will recruit and employ an outreach worker.</p>	<p><b>Outcome 5.2.1.</b> Increase in the number of 0 to 5 children and families receiving services.</p>	<p>The project director will work with the district's Director of Exceptional Education, who oversees the childcare program, and maintain data on students' served.</p>

			<p><b>Strategy 5.2.2.</b> Add a transition facilitator to existing tribal and school developmental services to work with families to make sure that pre-school children are linked to appropriate services as efficiently and as easily as possible.</p>	<p>The project director will recruit and employ a transition facilitator.</p>	<p><b>Outcome 5.2.2.</b> Families will easily transition their children from one service to another.</p>	<p>The project director will work with the district's Director of Exceptional Education, who oversees the childcare program, and maintain data on students' served</p>
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