**Goal**: To reduce disparities in academic and disciplinary outcomes for students of color by providing technical assistance (TA) and professional development to schools implementing a multi-tiered system of support (MTSS) to integrate culturally responsive, equity-focused and belonging-centered practices into existing PBIS systems.

**Objective**: Use evidence-based interventions to build or deepen teachers’ and school leadership teams’ capacity to implement culturally-responsive practices to foster inclusive classroom learning environments.

**Key Components of Implementation**

**Input**
- Evidence-Based Interventions/Practices (ESSA Tier 1 & 4)
- Culturally Responsive PBIS (CRPBIS) --- Identity, Voice, Agency, Advocacy
- Culturally & Linguistically Responsive Teaching Practices
- Culturally Responsive/ Relevant Teaching
- Restorative Practices

**Outputs**

**Short-term**
- Teachers/ Leaders Trained in PBIS, CRT, RP
- Inclusive Decision-Making
- Teachers Receive Ongoing
- Coaching/PD

**Intermediate**
- Positive sustained shifts in Teacher Practices and Perceptions of Climate
- MS and HS Implement Substance Abuse Prevention
- High-fidelity Implementation

**Outcomes**

**Increase**
- Student Belongingness
- Improved School Climate
- Academic Performance

**Decrease**
- Disruptive Behavior
- Substance Abuse
- Subgroup Disparity

**Impact**

School Ecology Mediates Academic and Discipline Disparities for Students of Color

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