



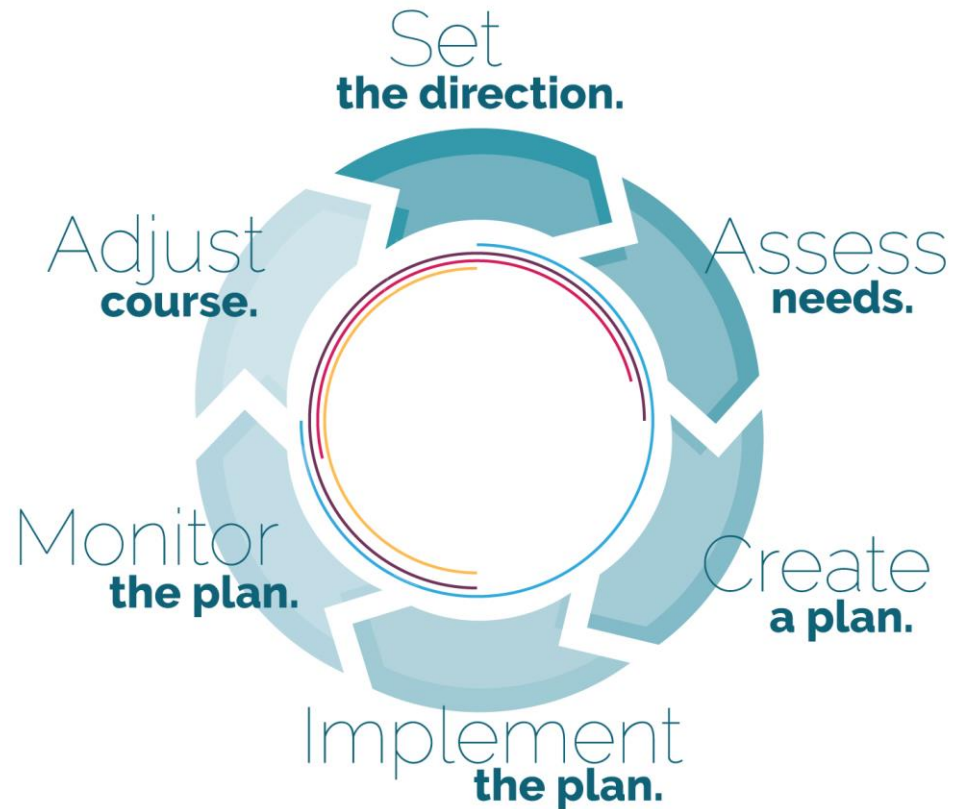
Foster **Supportive Learning Environments**

Planning for Success

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Continuous Improvement



Cyclical process intended to help groups of people in a system to set goals, identify ways to improve, and evaluate change.

Establish a diverse, inclusive committee

Inclusive and transparent decision-making:

- Leads to better decisions;
- Encourages stakeholders to contribute and become partners in achieving the established goals;
- Builds local capacity to implement innovative and ambitious strategies for meeting the needs of all students; and
- Ensures accountability for informed investment of resources.



Ground the work in a clear purpose



What factors are contributing to this problem?

What problem are we trying to solve?

Set the Direction: Define the Purpose



01

Prioritize the social-emotional wellbeing of students and educators as a foundation for learning.

02

Meet the needs of all students, starting with those most vulnerable.

03

Provide all students grade-level learning, regardless of their starting points.

04

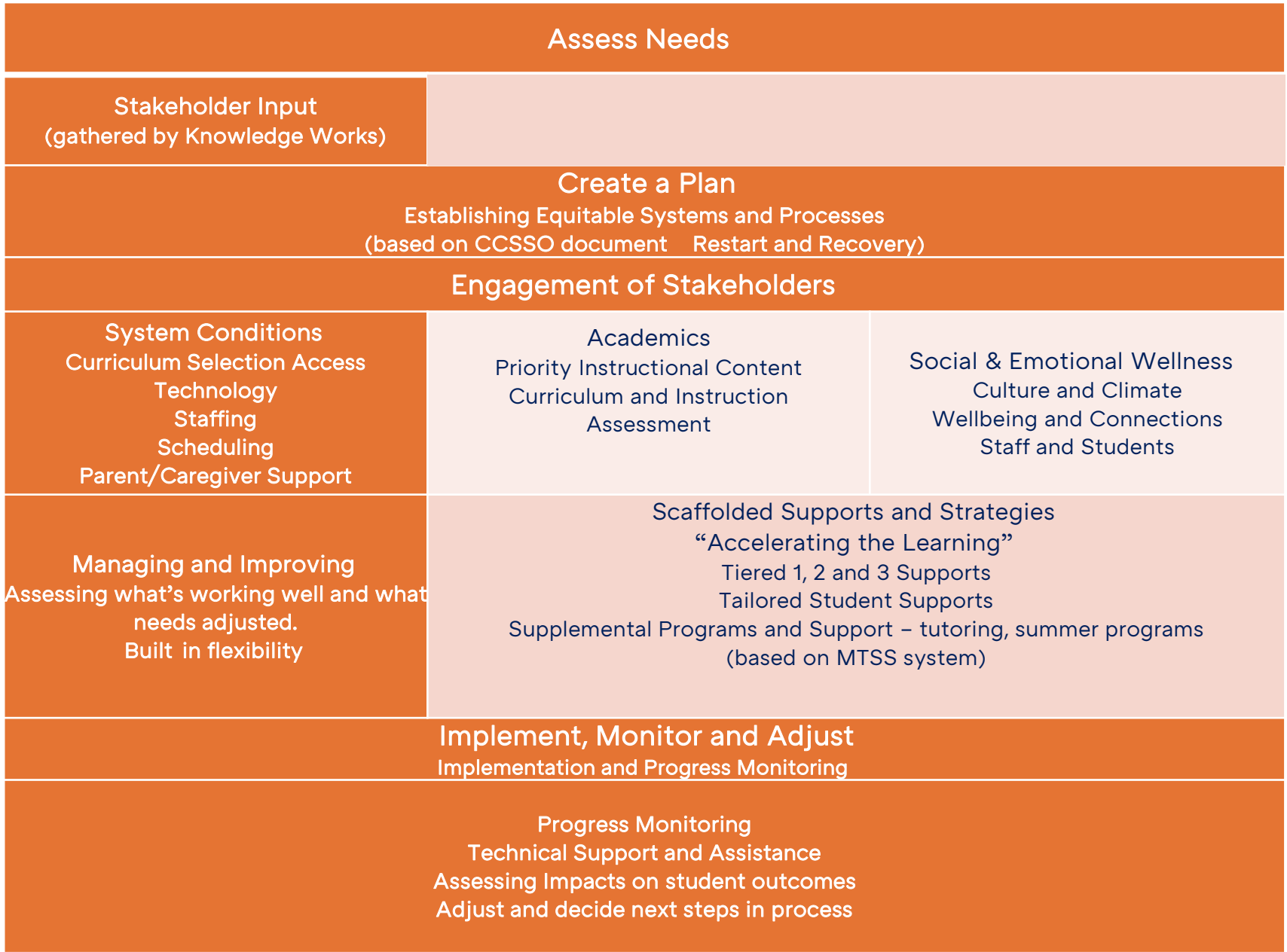
Implement high-quality curricula to ensure all students have a coherent academic experience.

05

Use assessments that are sensitive to subject & grade and provide teachers with the information to help students access priority grade-level work.

06

Organize teacher and principal professional learning, time, and resources to support students' needs.

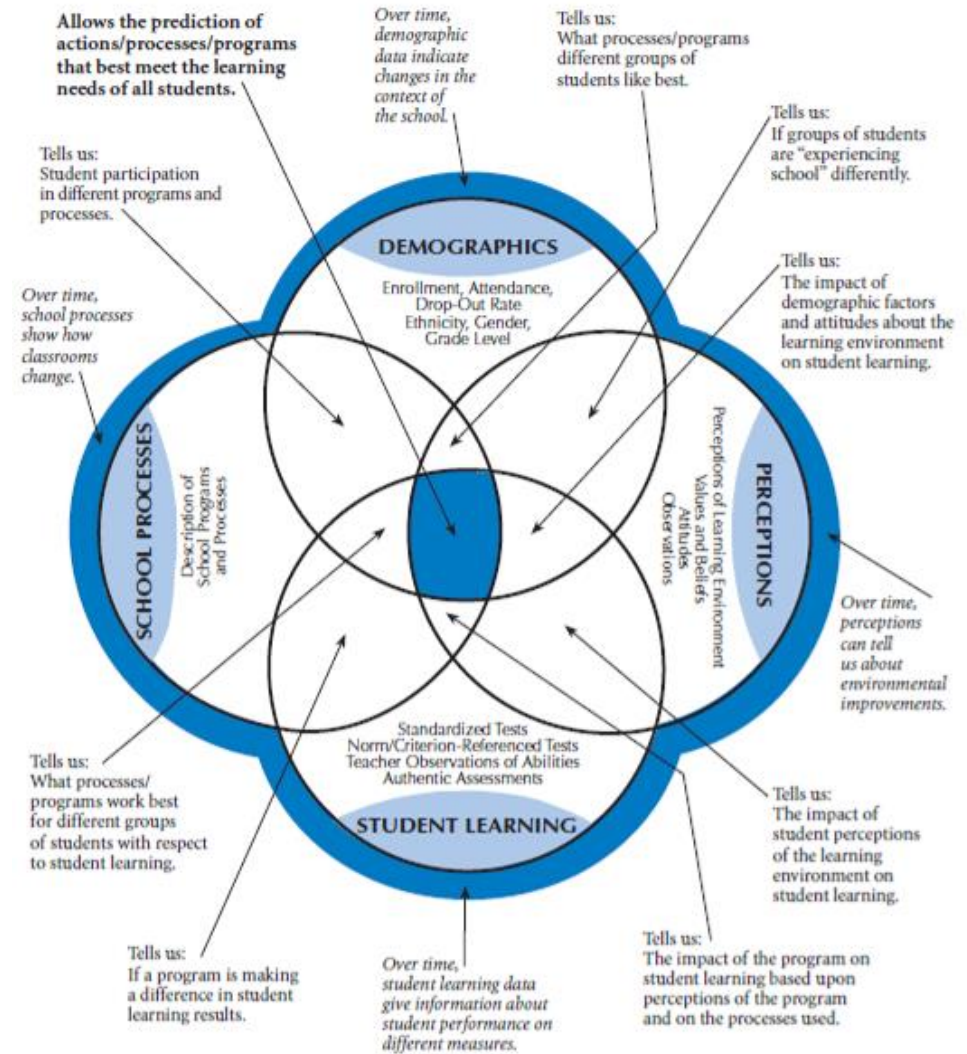


Assess the Need

“Every system is perfectly designed to get the results it gets.”

If we want different results, we must understand what’s working and what’s not, for whom and why.

MULTIPLE MEASURES OF DATA





Data and Supports for Building Learning Environments

- Use data to inform decisions
- Include stakeholder input
 - Voices of students
 - Voices of families
 - Voices of educators and administrators
- Solution focused

School Level Data

- Attendance
- Behavioral data
- Course Performance
- Supplemental Support Data
- Staff and Student Wellness Checklist
- Organizational Self-Care Checklist



School Climate Assessment Tools



 **pennsylvania**
DEPARTMENT OF EDUCATION

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pennsylvania PA PA School Climate Survey

Welcome to the PA School Climate Survey Site

Survey Domains	Definition
Student Support	The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals.
Social/Emotional Learning	The Peer Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills.
School Safe and Respectful Climate	The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel.

Creating a School Climate Survey Account



Are you a survey respondent that was given an invitation code?

1

Please enter the code in the box provided and you will be taken directly to your survey: **Invite Code**

2

Were you provided a student entry account?

Please enter the provided username and password to the right.

User name

Password

Log in

3

Are you a school administrator who would like to:

- Add,edit, delete, or copy previously hosted surveys
- View reports
- Administrate student entry account(s)

Please enter you credentials to the right.

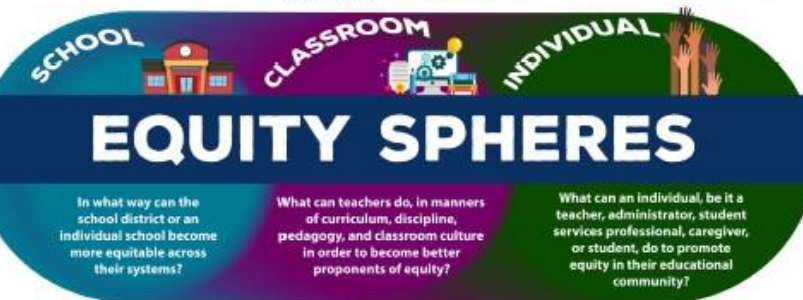
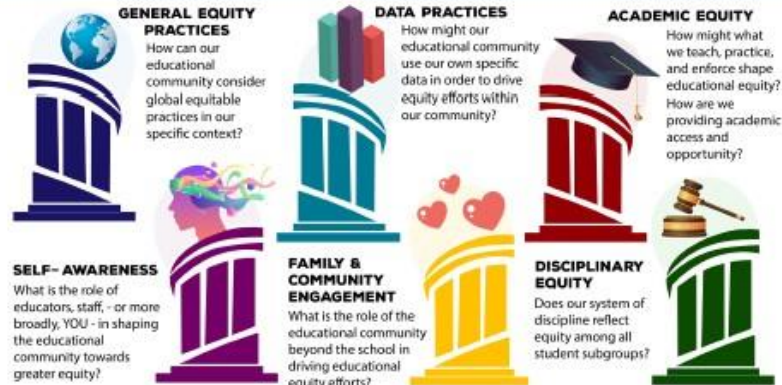
LEA Administrators wishing to obtain account credentials contact Jay Wasser at 814.243.3658.

Equity in Your Learning Environment

EQUITABLE PRACTICES HUB

To do their best, students must feel safe at school. A healthy and safe environment can help students thrive, and every student, regardless of race, ethnicity, sexual orientation, gender identity or expression should be provided the opportunity to learn - free from discrimination, fear, or harassment.

EQUITY PILLARS



www.education.pa.gov/EquityHub



[Equitable Practices Hub](#)

[Mid-Atlantic Equity Consortium: Criteria for an Equitable School Tool](#)

School Health Assessment and Performance Evaluation (SHAPE) System

SHAPE School Health Assessment and Performance Evaluation System

Home About Us My Account admin@district.com Log out

What is **SHAPE**?

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)



SHAPE Domains and Assessments




Teaming




Take Survey View Report

Needs Assessment/ Resource Mapping



Take Survey View Report

Screening



Take Survey View Report

Mental Health Promotion Services & Supports



Take Survey View Report

Early Intervention and Treatment Services & Supports




Take Survey View Report

Funding and Sustainability



Take Survey View Report

Impact



Take Survey View Report

Quality Assessment

The School Mental Health Quality Assessment

is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)



Current Reporting Period: **April 2019 - June 2019**

[Change Reporting Period](#) ?

[Summary Report](#)

Last completed on: 08/12/2019
Completed by 1 person.

Teaming

[Take Survey](#) [View Report](#)

Last completed on: 08/12/2019
Completed by 1 person.

Needs Assessment/ Resource Mapping

[Take Survey](#) [View Report](#)

Last completed on: 08/13/2019
Completed by 1 person.

Screening

[Take Survey](#) [View Report](#)


Mental Health Promotion Services & Supports

[Take Survey](#) [View Report](#)



Domain Reports

[Download as PDF](#)


Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users


About Teaming

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).


Need resources? The SHoPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

The district team who completed this assessment reported the following information about the quality of teaming in your schools:

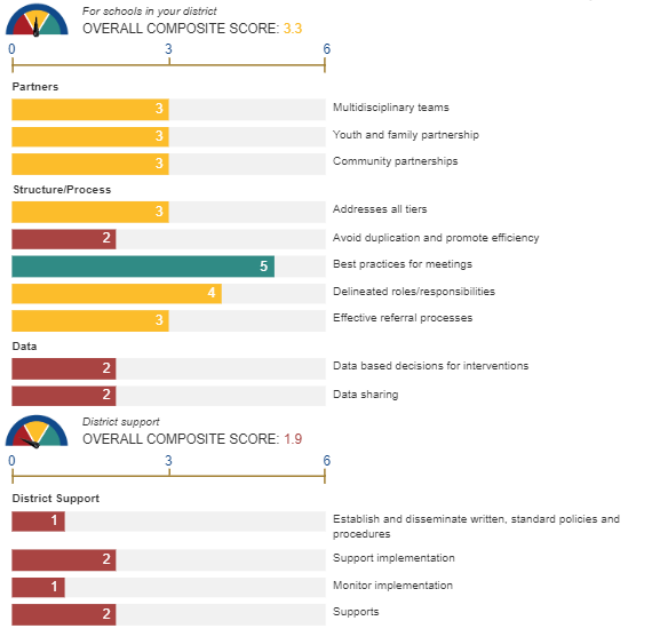


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Page 1 of 5


Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users


For schools in your district
OVERALL COMPOSITE SCORE: 3.3



Category	Score
Partners	3
Multidisciplinary teams	3
Youth and family partnership	3
Community partnerships	3
Structure/Process	3
Addresses all tiers	3
Avoid duplication and promote efficiency	2
Best practices for meetings	5
Delineated roles/responsibilities	4
Effective referral processes	3
Data	2
Data based decisions for interventions	2
Data sharing	2
District Support	1.9
Establish and disseminate written, standard policies and procedures	1
Support implementation	2
Monitor implementation	1
Supports	2


District support
OVERALL COMPOSITE SCORE: 1.9

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Page 1b of 5





Strategic Planning Guide



Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

How will you know if you've achieved success within this goal? (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____


What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?


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Page 2 of 5





Summary Report and Strategic Planning Guide

[Download as PDF](#)



School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY
Composite Score

PROGRESSING
Composite Score

- 4.7 Teaming
- 4.0 Mental Health Promotion Services & Supports
- 4.2 Early Intervention and Treatment Services & Supports
- 4.4 Funding and Sustainability

EMERGING
Composite Score


- 2.7 Needs Assessment/ Resource Mapping
- 2.3 Impact


OTHER PERFORMANCE DOMAINS
Overall Score

- 50% Screening

** indicates data were not reported*

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Page 1 of 13





Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.


List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

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Page 9 of 13





Quality Guides



Provides guidance to advance school mental health quality and sustainability

- Includes:**
- Background
 - Best practices
 - Action steps
 - Examples from the field
 - Resources



Creating a SHAPE Account

Create a SHAPE account.

Welcome to SHAPE!

You're on your way to opening a SHAPE account and gaining access to an array of tools and resources to advance school mental health.

First, we need some basic information to set up your account.
Already have an account? [Log in.](#)

First Name *

Last Name *

Email *

Role/Position

State/Territory *



Creating a SHAPE Account

At what level are you registering for SHAPE? *

- INDIVIDUAL [Learn more ?](#)
- SCHOOL [Learn more ?](#)
- DISTRICT [Learn more ?](#)
- STATE/TERRITORY [Learn more ?](#)

[Continue](#)



National School Mental Health Curriculum



**National School Mental Health Curriculum:
Guidance and Best Practices for States,
Districts, and Schools**

Trainer Manual

1. Foundations of Comprehensive Mental Health
2. Teaming
3. Needs Assessment and Resource Mapping
4. Mental Health Promotion for All (Tier 1)
5. Early Intervention and Treatment (Tiers 2/3)
6. Funding and Sustainability
7. Impact



Create a Plan

Strategic Planning



Developing SMARTIE Goals

- Strategic
- Measurable
- Ambitious
- Realistic
- Time-Bound
- Inclusive
- Equitable



Goal Setting



1. Using data, determine your priority areas

- Integration of systems
- Integration of social emotional supports/learning into instruction
- Integration of teams to promote staff capacity
- Staff wellness
- Communication
- Relationship building with community supports

Goal Setting



2. Evaluate your system's capacity to implement changes in your priority areas
3. Evaluate your system's motivation to implement changes in your priority areas
4. Focus in on 2-3 goals for implementation

Action Planning: Action Step

- Identify discrete changes to day-to-day activities, practices, or processes that are predicted to directly or indirectly help you meet your goal
- Eliminate duplication/create efficiency/improve workflow
- Change learning environment
- Reduce variation/improve consistency
- Manage time



Action Planning: Planning for Success

Plan for:

- ✓ Start date/completion date (start small)
- ✓ Lead person
- ✓ Materials/resources/support needed
- ✓ Plan for Professional Development, as necessary
- ✓ Create communication plan



Action Planning: Making Plans Count

- Anticipated Outcome
 - ❖ 2-3 tangible events, milestones, shifts that will occur
 - ❖ Anticipated outcomes should be small shifts that make a powerful change
- Monitoring/Evaluation
 - ❖ Test each anticipated outcome
 - ❖ What did you learn from each test?
 - ❖ Act: Decide to Abandon/Adapt/Adopt



Professional Development



- Scaffold PD based on staff needs and roles
- Educators, MH professionals, nurses, crisis team members
- Create a resource map of school entity personnel listing their background in trauma, mental health, equity/social justice, self-care
- Provide training on secondary stress and self-care

Communications



- Engage family and community stakeholders to develop and deliver message
- Communicate a focus on wellness
- Communicate what makes your school entity special
- Avoid jargon and abbreviations
- Communicate in clear, concise, understandable language that meets language needs of school community



Accelerated Learning can be accessed on the PDE website, [Roadmap for School Leaders](#)

Development of Supportive Learning Environments



- Comprehensive Mental Health Systems in Schools: Supporting Learning Environments (April 29)
- Planning for Success (Posted April 29)
- Moving to Action (Posted April 29)
- Teaming for Success (Posted April 29)
- Mobilization of Staff and Student Wellness (Posted April 29)

Collaborative Check-In Sessions



- May 10: 11:30-12:30 pm
- May 20: 2:30-3:30 pm
- June 2: 7:30-8:30 am

Resources

- [Equitable Practices Hub](#)
- [MHTTC National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts and Schools](#)
- [Organizational Self-Care Checklist](#)
- [PDE: PA School Climate Survey](#)
- [Roadmap for School Leaders](#)
- [School Health Assessment and Performance Evaluation System \(SHAPE\)](#)
- [Staff and Student Wellness Checklist](#)



4/29/2021

Social & Emotional Wellness: Planning for Success

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPwgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 2 5 9 7 8

