
OPEN LETTER TO SUPERINTENDENTS & SCHOOL BOARDS

When budgets are tight and layoffs necessary, school improvement usually suffers. This is especially so for efforts to address factors interfering with learning and teaching. And, in turn, this has serious consequences for reducing opportunity and achievement gaps.

Whatever the state of affairs in your school district, the negative impact of tight budgets on student/learning supports can be mitigated by taking the following steps:

- (1) expand your school improvement policy from a 2 to a 3 component framework so that greater attention is given to *realigning* whatever resources are left in place for addressing barriers to learning and teaching and reengaging disconnected students
(see *Evolving School Improvement Planning for Addressing Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/evolving.pdf>)
- (2) unify currently piecemeal and fragmented interventions and initiatives
 - (a) start with adopting a framework that goes beyond the limitations of MTSS
(see *Rethinking MTSS to Better Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall19.pdf>)
 - (b) rework operational infrastructures to facilitate system changes and achieve economies of scale
(see *Reworking the School Leadership Infrastructure into a Three Component Framework* (Chapter 13 in *Improving School Improvement*
<http://smhp.psych.ucla.edu/pdfdocs/improve.pdf>)
- (3) redeploy the various sources of funding to improve coverage
(see *About Funding Stream Integration* –
<http://smhp.psych.ucla.edu/pdfdocs/fundinginteg.pdf>)

For those working to transform student/learning supports, the Center provides a variety of other resources online, as well as free TA and coaching via email. Website: <http://smhp.psych.ucla.edu/>
Email: Ltaylor@ucla.edu adelman@psych.ucla.edu

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