

2017 – Next Steps

Based on input from the National Summit and from sources around the country, it is clear that a significant number of folks are ready to begin working toward transforming student and learning supports. In doing so, there are opportunities related to influencing ESSA state planning. Beyond ESSA, the opportunities exist with respect to all school improvement planning efforts.

WITH RESPECT TO ESSA PLANNING -- the focus needs to be on the section entitled: "Supporting all Students." Possible steps for strengthening this section are:

1) Share basic information about desired systemic changes with stakeholders to expand the discussion around ESSA planning. One easy way to do this is to forward them a copy of the pre-summit article: *Every Student Succeeds Act: Planning is an Immediate Task, But . . . Addressing Barriers to Learning is the Pressing Imperative* - <http://smhp.psych.ucla.edu/pdfdocs/newsletter/Winter17.pdf>

Alternatively, just let us know who you want to inform, and we'll take care of it. (Send names and emails to Ltaylor@ucla.edu .)

2) Provide direct stakeholder input about expanding how ESSA focuses on Supporting All Students (e.g., Section 5.A. "Well Rounded Education and Support for Students"). For example, to ensure a deeper and direct focus on addressing barriers to learning and teaching and re-engaging disconnected students, suggest adopting a three component framework for school improvement. And, in a state's consolidated ESSA plan, suggest splitting "Section 5.A. Well Rounded Education and Support for Students" in two as follows:

5.A.1 Well Rounded Education

5.A.2 Support for Students

See example in *Improving ESSA Planning for Student and Learning Supports* - <http://smhp.psych.ucla.edu/pdfdocs/improveessa.pdf>

3) Suggest framing "Support for Students" in terms of a unified, comprehensive, and equitable intervention system. Frame the section on Support for Students in terms of a unified, comprehensive, and equitable intervention system. For example, expand the focus on the multitier student support (MTSS) model to move beyond the simple focus on levels to a framework that emphasizes

- subsystems of school community interventions
- a systematic organization of intervention content that directly reflects what schools need to do each day to address barriers to learning and teaching and re-engage disconnected students (and staff).

This also is illustrated in *Improving ESSA Planning for Student and Learning Supports* - <http://smhp.psych.ucla.edu/pdfdocs/improveessa.pdf>

4) Suggest expanding the discussion of Title II to include a focus on enhancing transformative school leadership that can drive innovation related to student and learning supports. For example, stress

- transforming student and learning supports in all teacher, principal, and other leader personnel development planning
- developing student and learning support staff as leaders for transforming student and learning supports.

With Title II in mind, see:

>*What Do 'Teachers, Administrators, and Other School Leaders' Need to Learn about Transforming Student and Learning Supports?*

<http://smhp.psych.ucla.edu/pdfdocs/teachers2.pdf>

Note: States can work to improve school leadership by: (a) devoting a significant portion of its state activities funds; and (b) considering its flexibility to reserve an additional three percent of Title II, Part A district subgrants for state activities to improve school leadership.

WITH RESPECT TO SCHOOL IMPROVEMENT PLANNING IN GENERAL, the Center has a variety of resources online. Start by reviewing the System Change Toolkit - <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>
See for example the step-by-step guides –
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Or just contact us for free consultation and TA (see information below).

About Free Distance Technical Assistance and Coaching from the Center

We want to help! Transforming student and learning supports is challenging (especially with everything else that has to be done on most days). To aid the efforts of those moving forward to develop a unified, comprehensive, and equitable system of learning supports, the Center offers free mentoring, coaching, and technical assistance primarily by email and phone. Those making such systemic changes have found it particularly helpful when we work with them in preparing a design document and strategic plan for the work in ways that integrate the transformation into district and school strategic plans and implementation. Interested?
CONTACT: Ltaylor@ucla.edu