
The sky is not falling, but it sure feels like it is.

We increasingly fear for the survival of a system of public education that strives to enhance equity of opportunity for *all* students to succeed at school and beyond.

Unfortunately, it's too easy to focus on the problems found at so many schools. However, simply criticizing (i.e., problem naming) is too rarely followed by a commitment to solving the problems and too often colludes with efforts that undermine public education.

And the constant calls for school improvement usually are too limited when it comes to addressing the host of barriers to learning and teaching experienced each day at underperforming schools.

The need at such schools is for a whole school and whole student – *all schools and all students* – focus that brings together the resources of school and community stakeholders. Not the version CDC has formulated with it's health agenda, but one that stresses the goals of public education to play a major role in socializing the young, ensuring our society's economic survival, and maintaining our democracy.

From our perspective, the key to moving aggressively forward in improving public education involves expanding school improvement policy and practice from a two to a three component framework.

Here's how we illustrate the matter.

<https://smhp.psych.ucla.edu/pdfdocs/3comp.pdf>

For a detailed discussion, see

> *Improving School Improvement* <https://smhp.psych.ucla.edu/pdfdocs/improve.pdf>

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*

<https://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf>

Let us know your views. Send to Ltaylor@ucla.edu .

Best wishes and be well,

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