



Effectively Integrating School Improvement, MTSS & Student Support

WASA/AWSP 2023 Summer Conference

June 26, 2023



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Butterfly Breathing



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EQUITY STATEMENT

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools

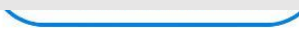
Ensuring Educational Equity Goes Beyond Equality

It requires education leaders to **examine the ways current policies and practices result in disparate outcomes** for our:

- Students of color
- Students living in poverty
- Students receiving special education
- Students who are differently-abled**
- Students receiving English Learner services
- Students who identify as LGBTQ+
- Highly mobile student populations

** This is additional language from OESD

Inclusion & Reimagining

- Requires education leaders to develop an understanding of **historical contexts**;
 - engage students, families, and community representatives as **partners in decision-making**;
 - Actively **dismantle systemic barriers**
 - replacing them with **policies and practices that ensure all students have access** to the instruction and support they need to succeed in our schools
- 



Today's Focus:

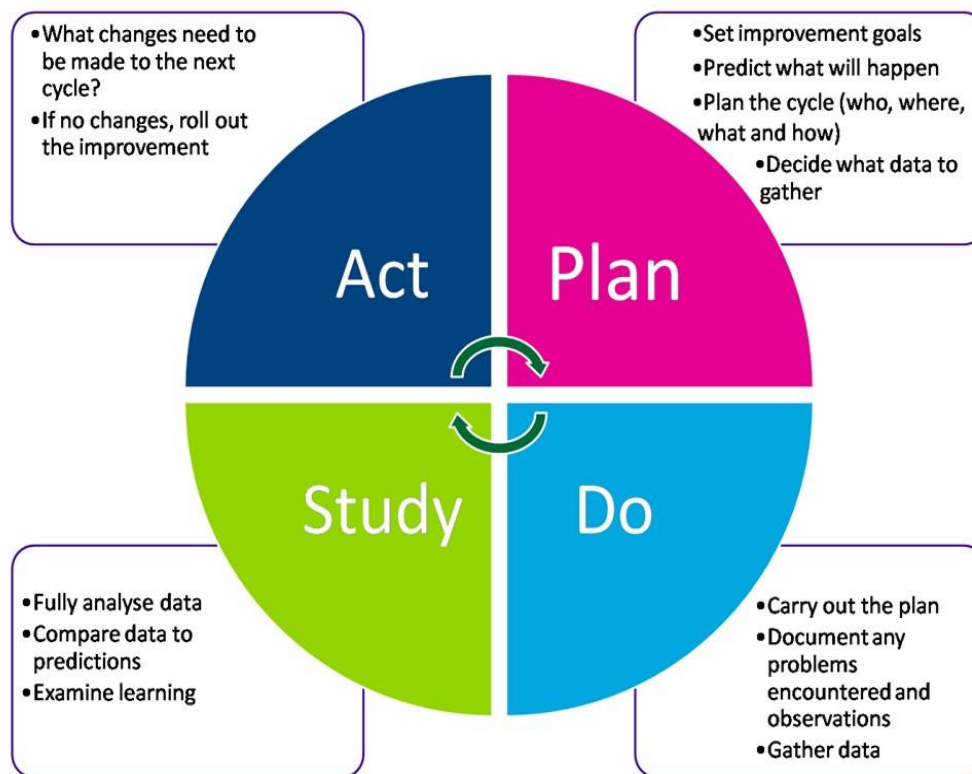
- Share practical examples of how our distinct OSPI-focused initiatives targeting both individuals & systems work together to collectively support the continuous improvement cycle.
- Describe how our intentional cultivation of common elements and outcomes across initiatives can result in coherence building and ultimately student, school and district success.



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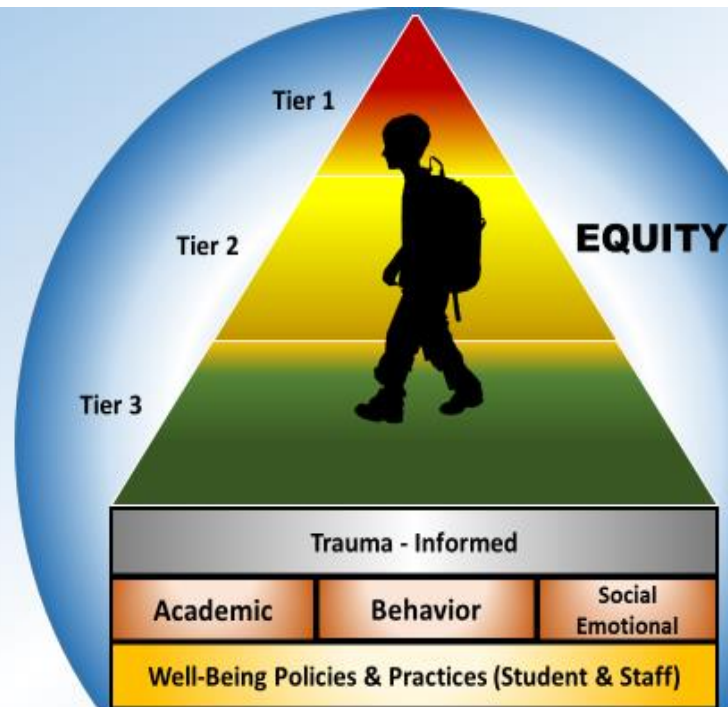
OESD 114's Commitment to Continuous Improvement



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OESD 114 Comprehensive Integrated Tiered Supports for Improvement



Whole Student/Educator Support(s)

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Goal: Collaborate with a sense of purposeful coherence across programs in order to provide integrated supports in schools/districts in our region.

Ingredients for Success:

Constant Communication

Intentional Cross Collaboration

Cross Stitching & Connecting the dots

Calibrating

Best & Evidence-Based Practices

Data Driven & Informed



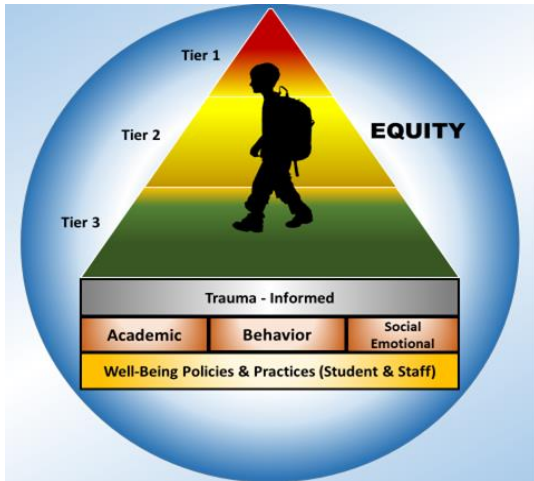
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Foundation of Equity

Equity in Education demands each and every student in a community be invited, welcomed, and given a sense of belonging in system of exceptional teaching and learning that is fluid, responsive, and dynamic, and that is fluid, responsive, and dynamic, and that uses all available resources matched to each student's need.

- McCart & Miller, 2020



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Academic Supports

- MTSS Ci3T
- Content Specialists
- Multilingual Learners
- Inclusionary Practises
- Instructional Frameworks
- Students with Disabilities

Academic
Validated Curricula

Behavioral

MTSS Framework

Social

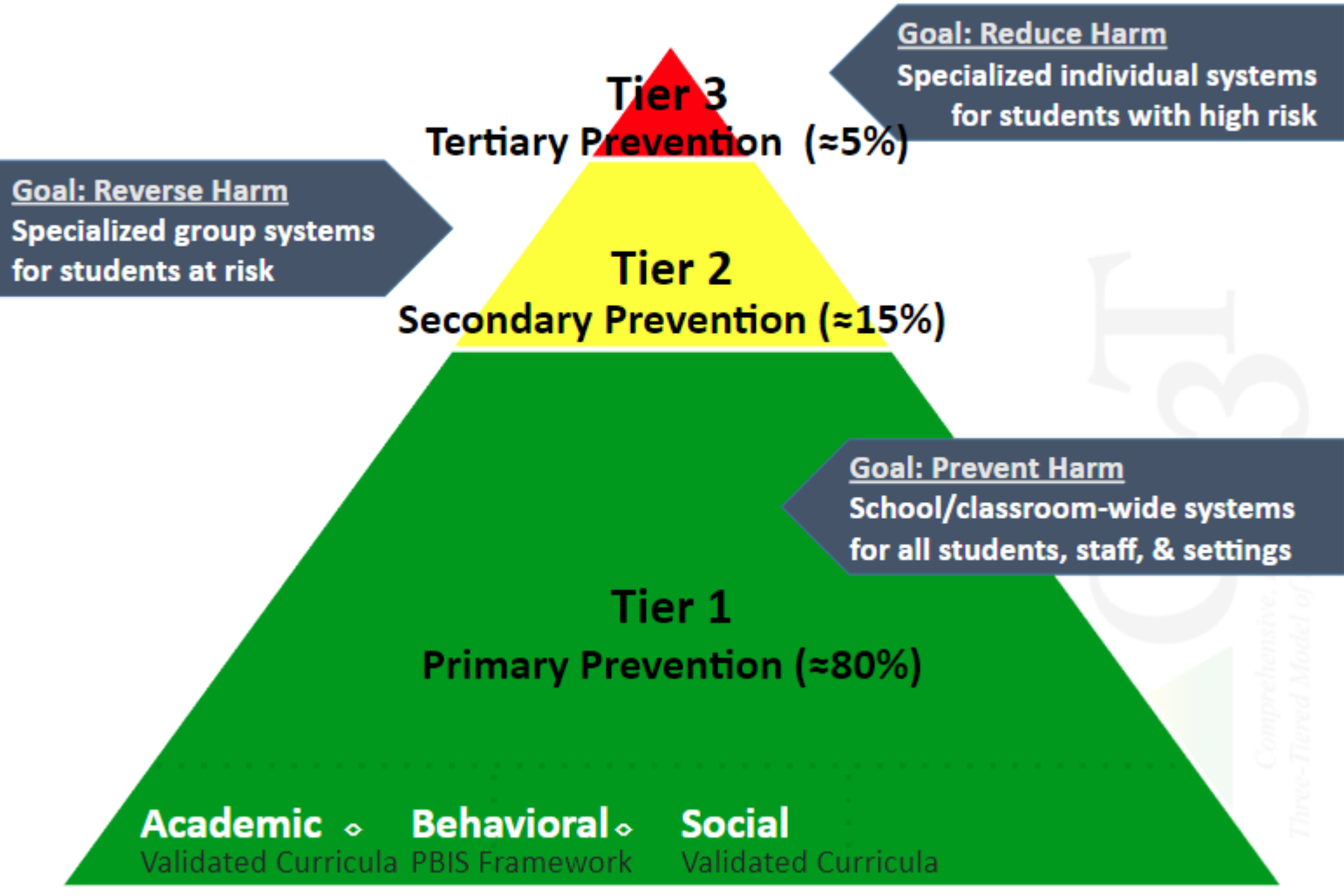
Validated Curricula

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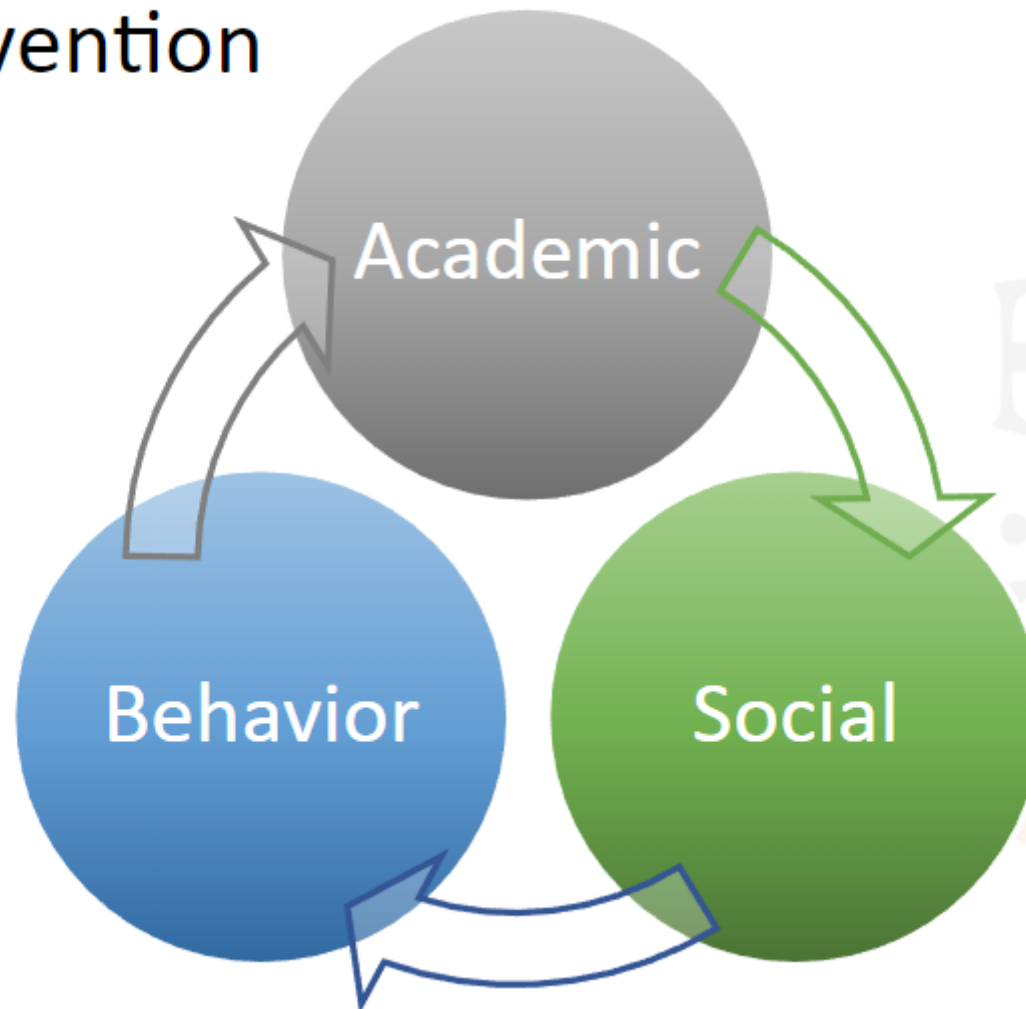
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Core features of the Ci3T model of prevention

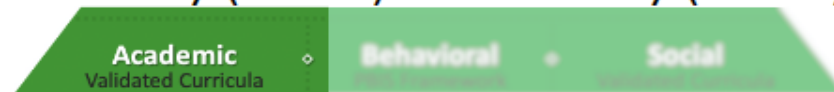


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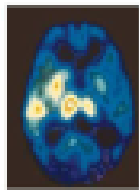
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Academic Component

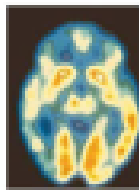
- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports



Source: Lane, K.L., Oakes, W.P., & Menzies, H.M. (2014). Comprehensive, integrated, three-tiered models of prevention: Why does my school—and district—need an integrated approach to meet students' academic, behavioral, and social needs? *Preventing School Failure: Alternative Education for Children and Youth*, 58, 121-128.



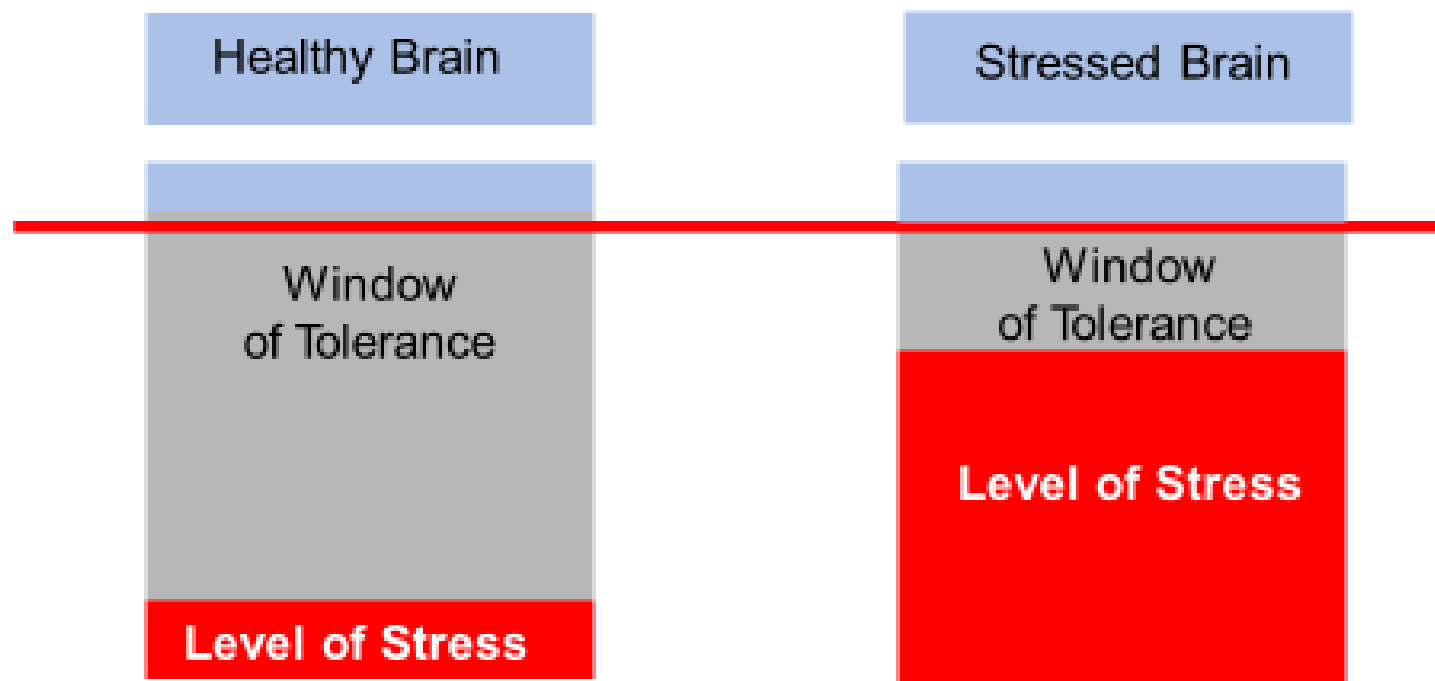
Stressed &
Depressed



Optimal
Functioning

Scans from Mayo Foundation for Medical Education and Research

“Window Of Tolerance” Baseline Levels Of Stress...

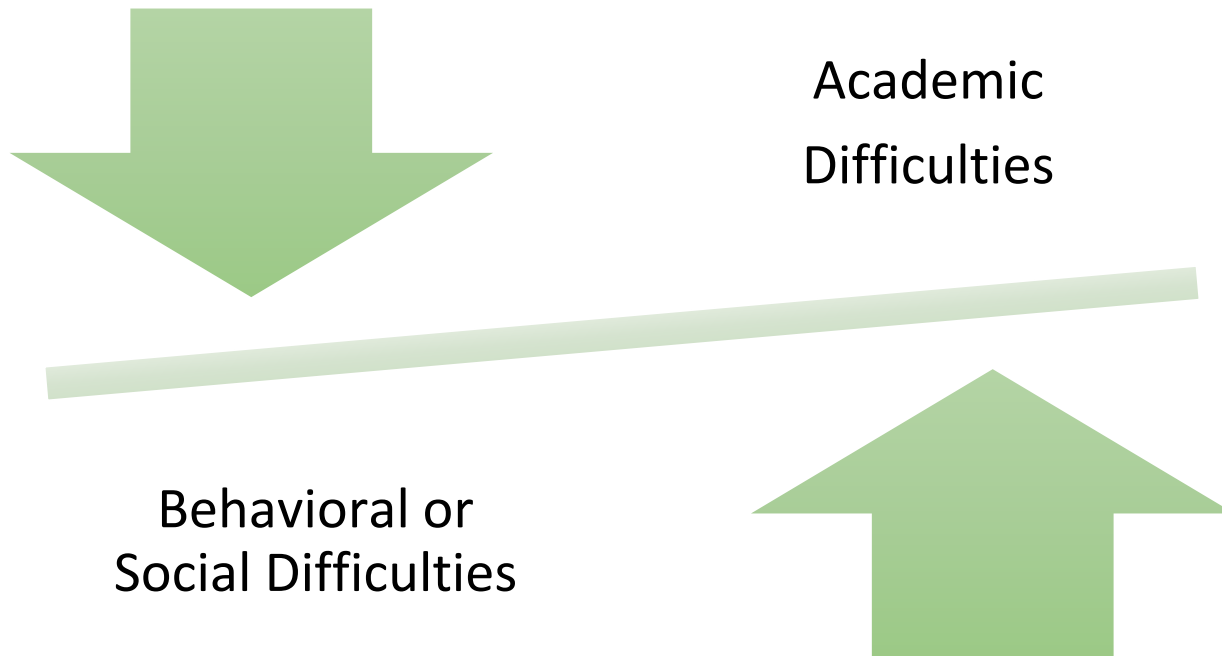


Source: Dr. Becky Bailey,
Trauma Informed Schools Conference 2016 , Conscious Discipline Building Resilient Classrooms

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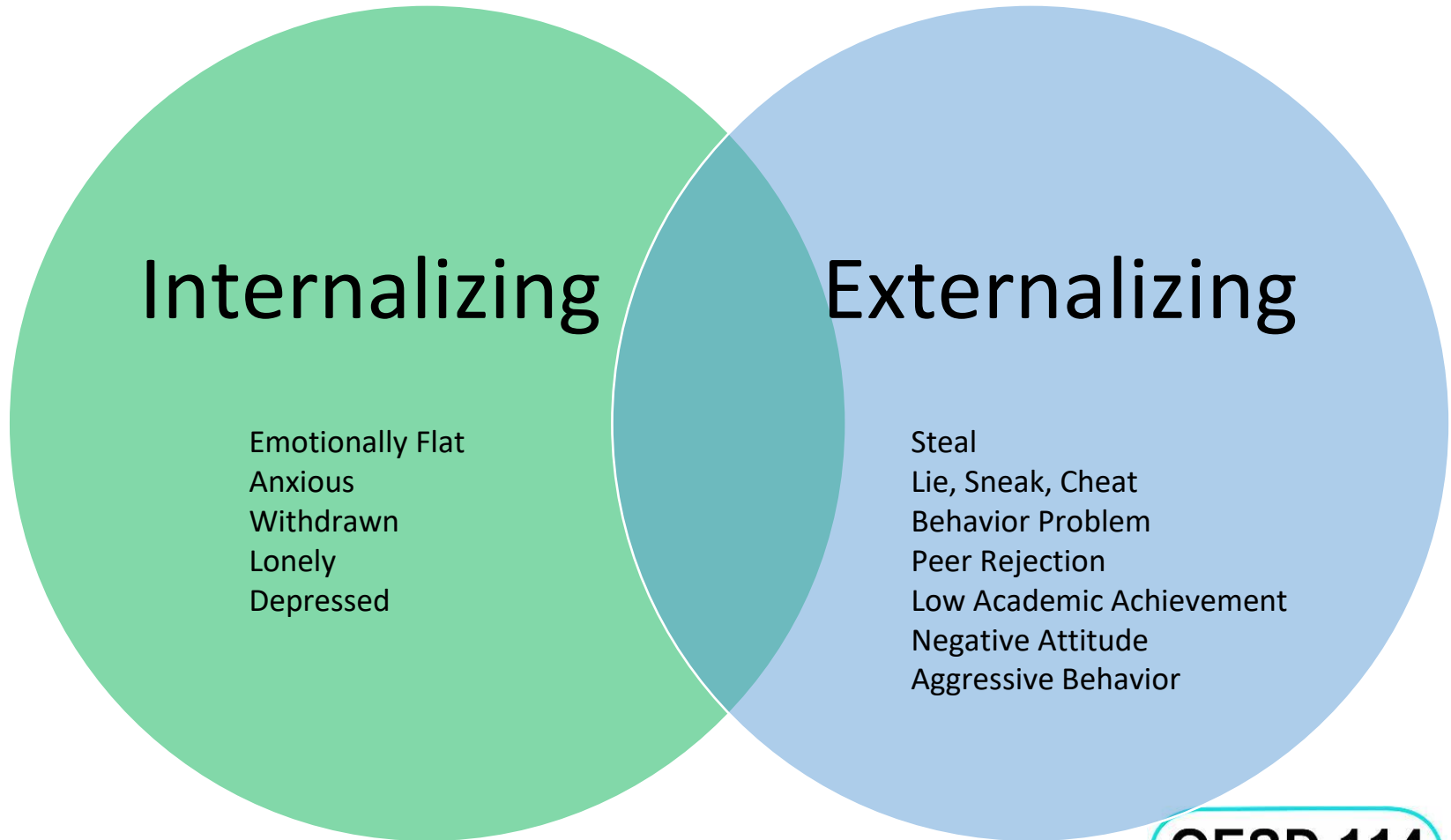
Student deficits in either academics or behavior puts them at risk for long-term negative outcomes.



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Behavioral & Emotional Disorders (BED)



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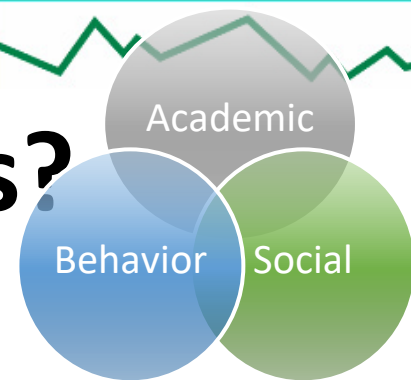
Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress



Why include **3** components?



- An **instructional approach to behavior** gives teachers more time to teach academics and social competencies
- A data-driven framework allows educators to:
 - Monitor overall level of risk and progress in the school
 - Identify students who may require additional supports in academic, behavioral, and social domains
- An evidence-based social skills curriculum provides a common foundation for all students' success

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Social Emotional Skills

WA STATE OSPI SEL Standards

SELF AWARENESS

SELF MANAGEMENT

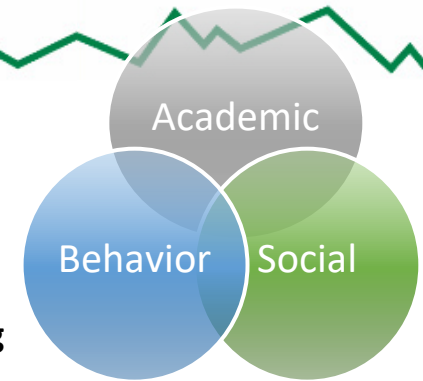
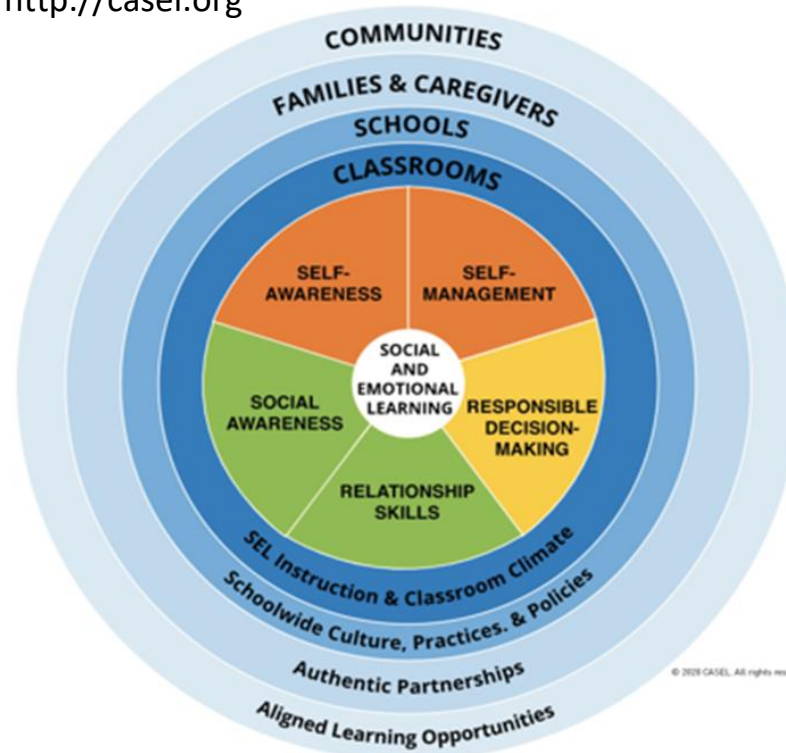
SELF EFFICACY

SOCIAL AWARENESS

SOCIAL
MANAGEMENT

SOCIAL ENGAGEMENT

Collaborative for Academic Social and Emotional Learning
<http://casel.org>



SEL is taught two-ways:

- Embed in how we teach, role model and demonstrate these skills every day; and
- What we teach through curriculum

Considerations

- Evidence based
- Implemented District wide

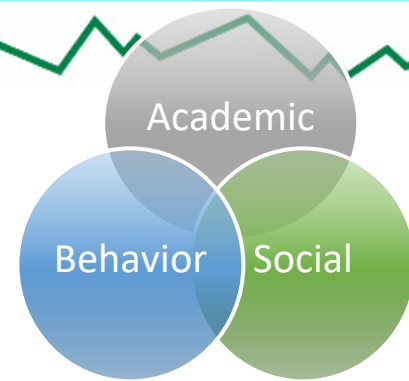
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Academic + Behavioral

Social
Validated Curricula

Social Emotional Skills



- ★ Better Academic Performance
- ★ Improvement of school climate (safe and supportive)
- ★ Less negative behaviors
- ★ Overall improvement of our WELLBEING by reducing emotional stress.

Academic + Behavioral

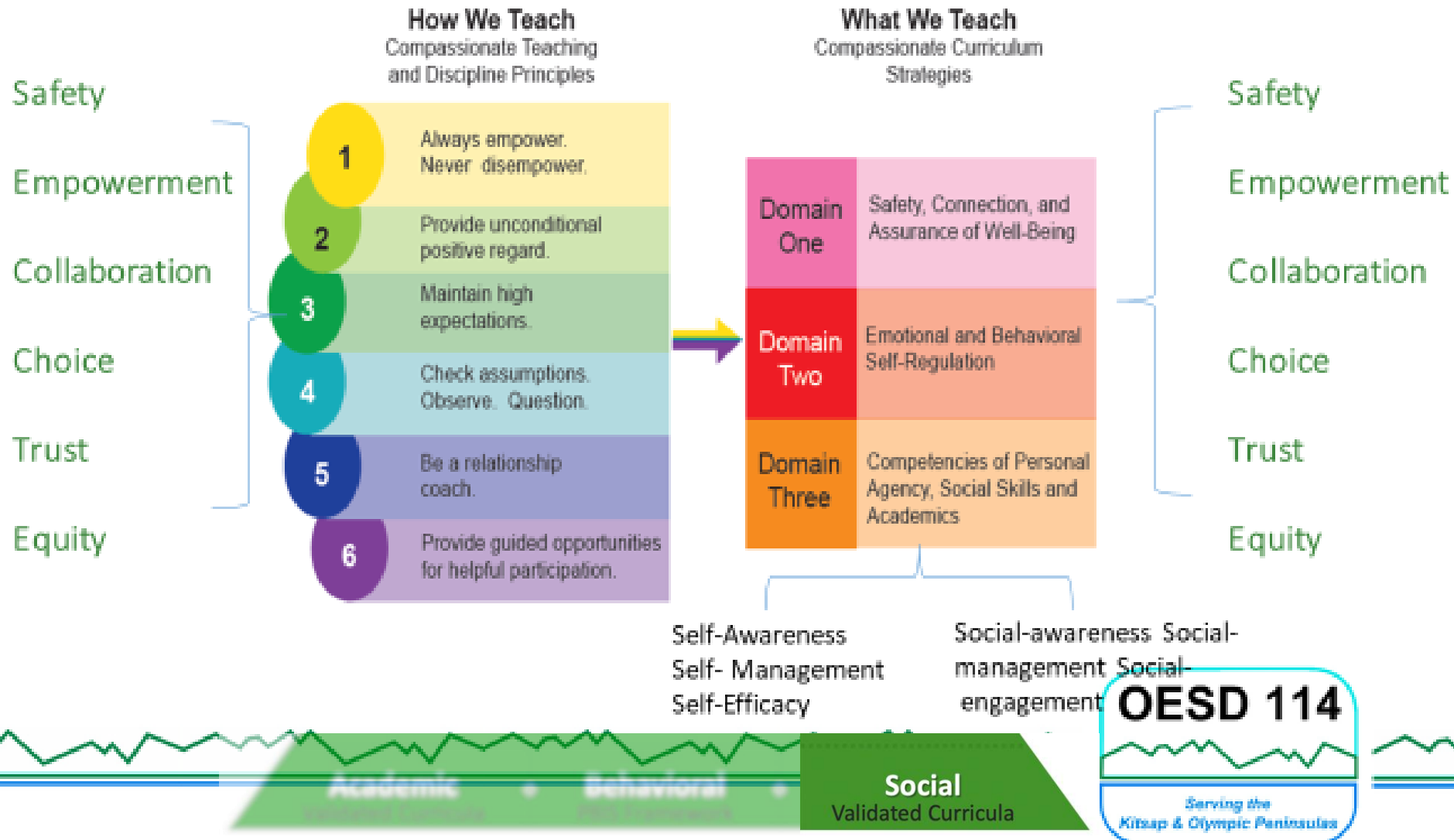
Social
Validated Curricula

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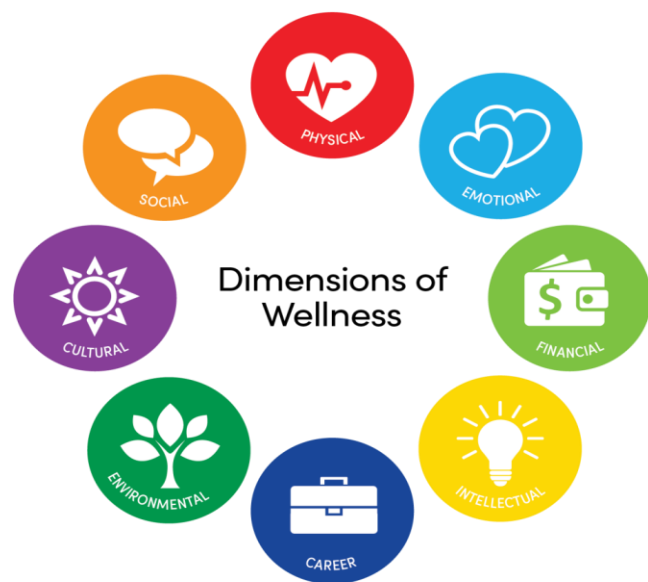
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OSPI – Compassionate Schools

The Heart Of Teaching And Learning Chpt 3



Wellbeing



“A sense of health and vitality that arises from your thoughts, emotions, actions, and experiences.” — Berkely Wellbeing Institute

Bottomline...We Need Both Organizational & Individual Supports to Foster Wellbeing

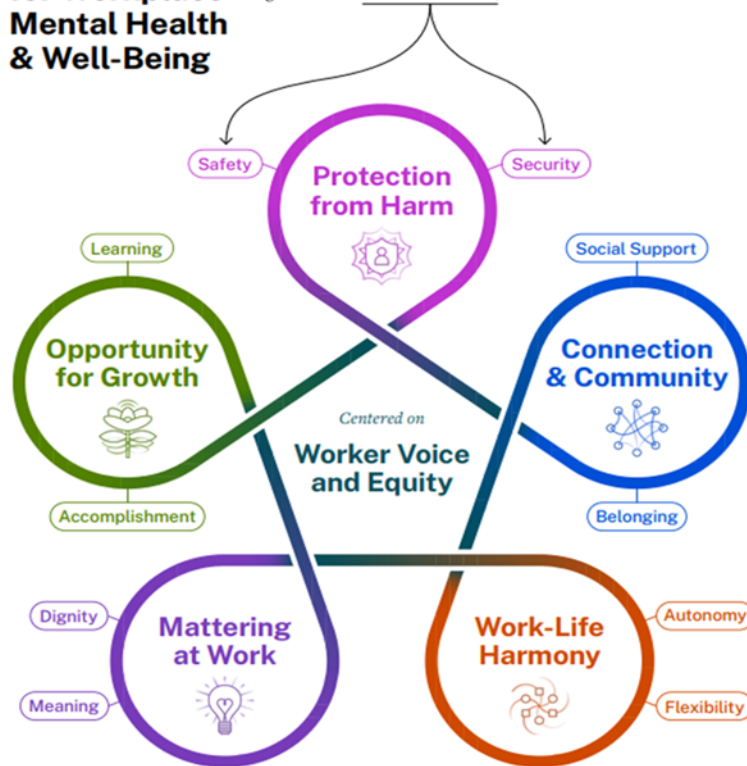
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Organizational Wellbeing

Five Essentials for Workplace Mental Health & Well-Being

Centered on the worker voice and equity, these five Essentials support workplaces as engines of well-being. Each Essential is grounded in two human needs, shared across industries and roles.



Components

Creating a plan with all workers to enact these components can help reimagine workplaces as engines of well-being.

Protection from Harm

- Prioritize workplace physical and psychological safety
- Enable adequate rest
- Normalize and support mental health
- Operationalize DEIA* norms, policies, and programs

Connection & Community

- Create cultures of inclusion and belonging
- Cultivate trusted relationships
- Foster collaboration and teamwork

Work-Life Harmony

- Provide more autonomy over how work is done
- Make schedules as flexible and predictable as possible
- Increase access to paid leave
- Respect boundaries between work and non-work time

Mattering at Work

- Provide a living wage
- Engage workers in workplace decisions
- Build a culture of gratitude and recognition
- Connect individual work with organizational mission

Opportunity for Growth

- Offer quality training, education, and mentoring
- Foster clear, equitable pathways for career advancement
- Ensure relevant, reciprocal feedback

*Diversity, Equity, Inclusion & Accessibility

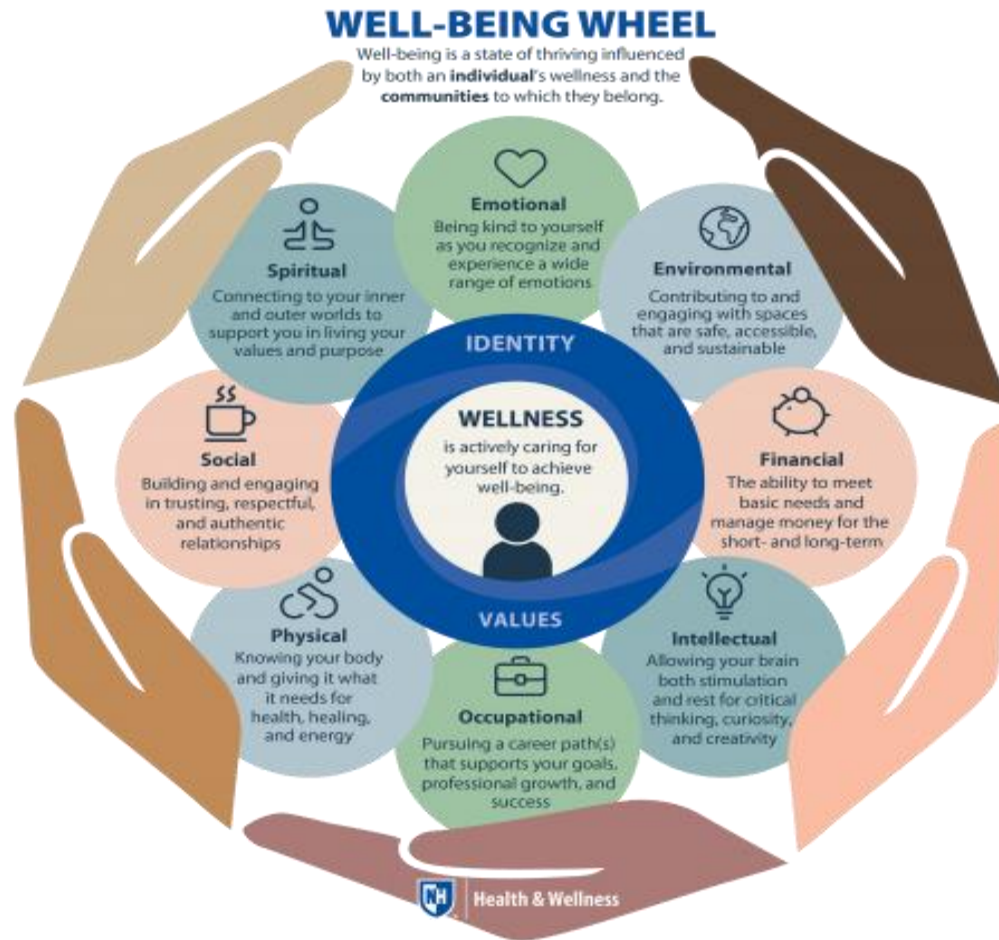


Office of the
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Individual Wellbeing

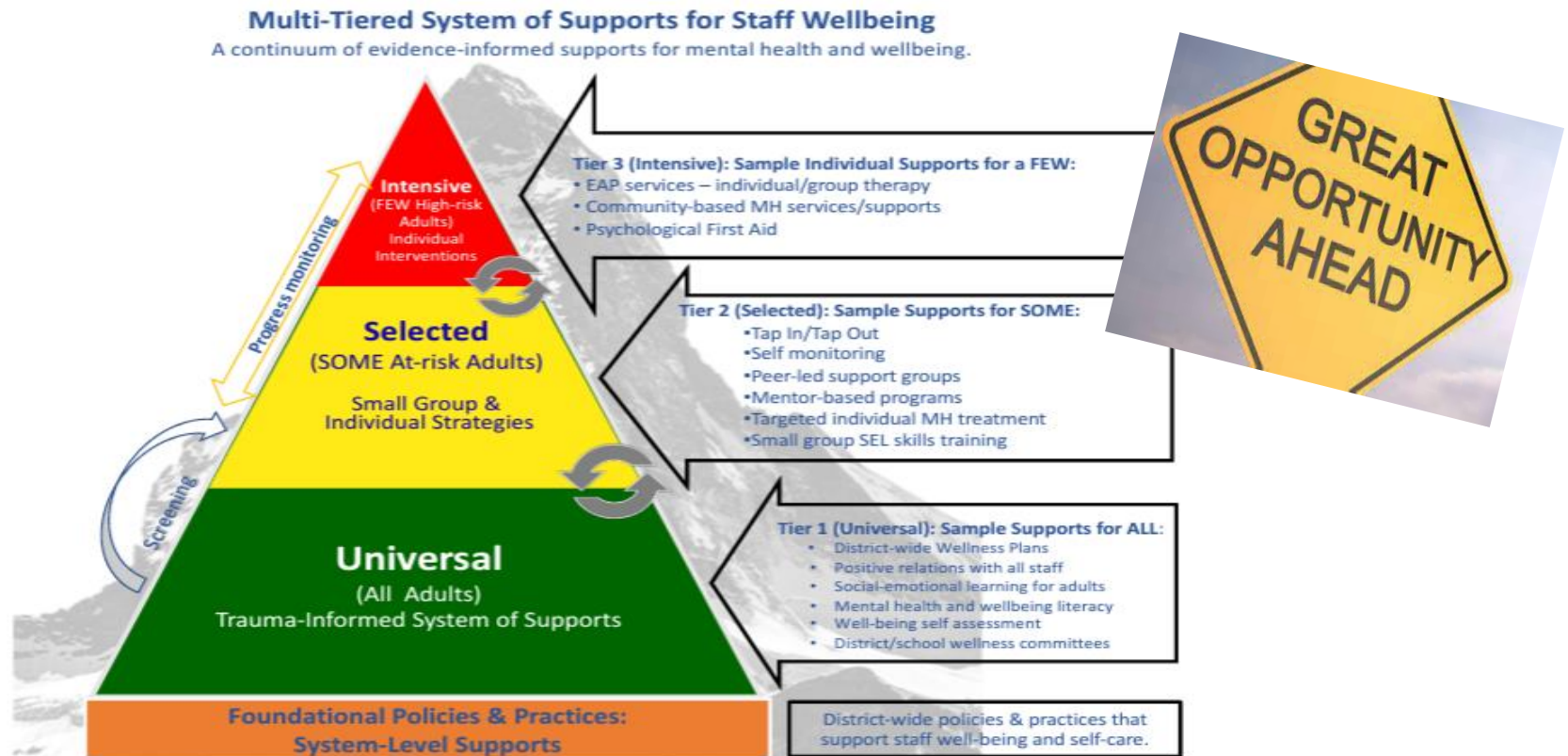


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Tiered Wellbeing Supports

Figure 1: MTSS for Staff Well-being



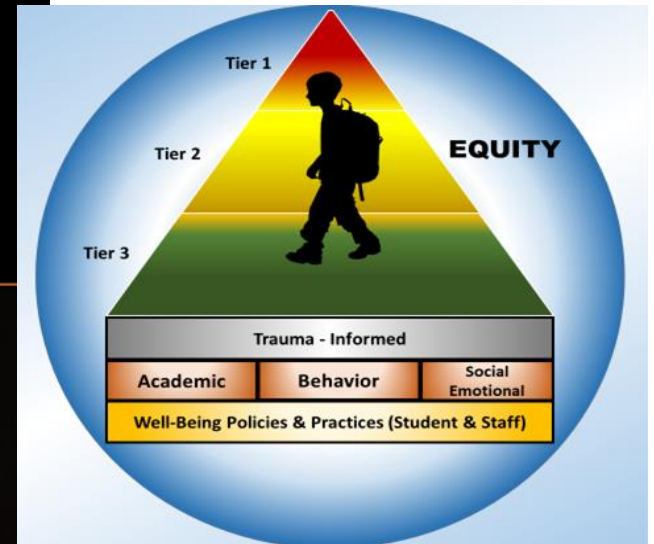
Maike & Associates, LLC with funding by Kaiser Permanente

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If You Don't
Maintain Our
Well-Being ...


Uh oh.



Wellbeing is the foundation!

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We believe that the best outcomes can be achieved by strategically considering what to integrate and how best to do it based on each school and district's unique content.

So Remember...

- Integrate Intentionally & Strategically
- Function is more Important than Form
- Lead with a Team
- Focus on Doing a Few Things Well
- Integration is Hard Work & Worth the Effort



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Closing Thought

“Integration is best viewed not as a goal in of itself. The true goal is improved student outcomes. Integration, then, is a vehicle for helping us make our educational systems better by addressing these four qualities of systems: Effective, Efficient, Equitable, and Sustainable.”

From McIntosh and Goodman (2016)



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LINKS & RESOURCES

Handout

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