Comprehensive System for Supporting Learners: Using the UCLA Center for Mental Health in Schools Framework to Address Barriers to Learning

Gainesville City Schools
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Based on the work of Dr. Linda Taylor and Dr. Howard Adelman
UCLA Center for Mental Health in Schools
Maximizing Work and Resources: The Importance of Systematic Framework

• GHS GradFirst background

• GMS GradFirst current

• Perspective on the difference in implementing the two grants
Out of a hurricane emerged a new approach to school improvement.
Learning Support System

- It is **NOT** a program.
- It is **NOT** a Continuous Improvement Model.
- It **IS** an organizational management system to use while implementing any Continuous Improvement Model.
- It **IS** a method of aligning strategies to prevent and intervene with barriers to learning that students often face.
The Imperative

• **Why** is a unified and comprehensive system of learning supports imperative for school improvement work?

Overview of Intervention Framework

• **What** is a unified and comprehensive system of learning supports?

Reflection: **How might you use this framework to maximize your efforts in supporting students?**

• Developing leadership
• Phasing-in the system
• First steps
School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

— Carnegie Task Force on Education
A Snapshot of Gainesville

- Gainesville, GA, is located 60 miles northeast of Atlanta; a mid-size urban district
- Title I School District – 82% free/reduced rate qualifies district for Provision 1 status
- Georgia Charter System- all schools are governed in a shared community-school governance model
- One of the fastest changing demographics in the country:
  - 56% Hispanic 20% African American, 20% Caucasian, 4% Asian and Multi-Ethnic/Racial
- 38% of students are English Language Learners
- 11% are Students with Disabilities
- 13% are identified as Gifted
- 7,432 students
- 9% of students pay tuition to attend GCSS
- Economic downturn has increased number of homeless and unaccompanied minors
THE IMPERATIVE

Proven Results from Gainesville For Students

★ Graduation rate increased from 73.3 to 87.2% (lever rate comparisons) during first 2 years of implementation.

★ More students achieving “Exceeding Expectations” on state testing than ever before and at every school

★ Increased performance and participation on the ACT and SAT and AP exams

★ Percent of students absent 10+ days decreased from 21% to 5%. Tardies reduced by 11%

★ Disciplinary tribunals decreased by 27%. Bus referrals reduced by 49%

★ Increased family and community engagement
  • More than 92% of families in Read and Rise program reported an increase in supporting their children’s literacy development at home after completing the program.
  • Improved parental satisfaction from 78% to 93%

★ Decreased teen pregnancy by 40%
What are the Barriers to Learning?

Take a few minutes to reflect about the barriers that interfere with learning & teaching.
## The Imperative

**What are the Barriers to Learning?**

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Family</th>
<th>School and Peers</th>
<th>Individual</th>
</tr>
</thead>
</table>
| - economic deprivation  
- community disorganization, including high levels of transience and crime  
- violence, drugs, etc.  
- gangs  
- racial and ethnic conflicts | - chronic poverty  
- conflict, disruptions, violence  
- substance abuse  
- modeling problem behavior  
- abusive caretaking  
- inadequate provision for quality child care  
- challenges related to status | - enrollment and attendance  
- poor quality school  
- negative encounters with teachers  
- negative encounters with peers and/or inappropriate peer models | - medical problems  
- low birth weight, neurodevelopmental delay  
- psychophysiological problems  
- difficult temperament and adjustment problems  
- inadequate nutrition  
- English language challenges  
- learning and mental disorders |
Continuous Improvement Cycle

THINK
- Identify areas of strength and areas of need
  * Analyze student performance

PLAN
- Identify programs and best practices to improve student learning
  * Develop plans

DO
- Implement the plans
  * Standards based instruction
  * Use data to inform instruction
  * Implement the programs and install the practices

ACT
- Formative assessments to monitor progress
- Summative assessments to determine performance
- Authentic assessment to determine knowledge, skills, and application

Student Achievement

* Identify areas of need
* Analyze student performance

THE IMPERATIVE

Barriers Interfere with Learning

Range of Learners

- Motivationally engaged and able to learn
- Hesitates to engage; falling behind
- Avoids engaging; often very deficient in essential skills

No Barriers

Instructional Component

Desired Outcomes

Barriers to parenting, development, learning, teaching
Marginalized and Fragmented Policies

The Imperative

Prevailing Approach to Learning Supports

What needs to be done to improve how schools address barriers to learning and teaching?
Learning Supports are defined as the resources, strategies, and practices that support physical, social, emotional and intellectual development and well-being to enable all students to have an equal opportunity for success at school.

➡ To enable effective use of learning supports, school and community resources are unified in a learning supports component and fully integrated with instructional efforts and interventions and professional development.

➡ Learning Supports are deployed in classrooms and school-wide to address barriers to learning and teaching and re-engage disconnected students.
INTERVENTION FRAMEWORK

Moving from a Two-Component Framework...
INTERVENTION FRAMEWORK

A Three-Component Framework

INSTRUCTION

MANAGEMENT

LEARNING SUPPORTS
INTERVENTION FRAMEWORK

Addressing Barriers to Learning and Teaching

Range of Learners

No Barriers

Instructional Component
- classroom teaching
- enrichment activity

Desired Outcomes

Learning Supports Component
- addressing interfering factors
- re-engaging students in classroom instruction

Barriers to:
- parenting, development, learning, teaching

Motivationally engaged and able to learn
- hesitates to engage; falling behind
- avoids engaging; often very deficient in essential skills
Three Component Model: Alignment to Gainesville District Plan

**Instruction**
- Director of Curriculum and Instruction
- Director of Standards and Assessment
- Director of ESOL and Migrant Programs
- Director of Special Education
- School Administrators
- Academic Coaches, Media Specialists, Data Specialists, Instructional Technology Specialists

**Leader Keys:**
- 1 - Instructional Leadership
- 2 - School Climate
- 3 - Planning and Assessment
- 4 - Professionalism

**Teacher Keys:**
- 1 - Professional Knowledge
- 2 - Instructional Planning
- 3 - Instructional Strategies
- 4 - Differentiated Instruction
- 5 - Assessment Strategies
- 6 - Assessment Uses
- 7 - Positive Learning Environment
- 8 - Academically Challenging Environment
- 9 - Professionalism
- 10 - Communication

**Learning Supports**
- Director of Learning Supports
- Director of School Improvement
- Director of CTAE and Career Pathways
- Assistant Principals
- Counselors
- Parent Coordinators
- Graduation Coaches

**Leader Keys:**
- 2 - School Climate
- 3 - Professionalism
- 4 - Communication & Community Relations

**Teacher Keys:**
- 3 - Instructional Strategies
- 6 - Assessment Uses
- 7 - Positive Learning Environment
- 9 - Professionalism
- 10 - Communication

**Management**
- Superintendent
- Chief Financial Officer
- Director of Technology
- Director of Development
- Director of School Nutrition
- Director of Transportation
- Director of Maintenance and Operations
- Assistant Superintendent of Human Resources

**Leader Keys:**
- 2 - School Climate
- 3 - Planning and Assessment
- 4 - Organizational Management
- 5 - Human Resource Management
- 6 - Teacher/Staff Evaluation
- 7 - Professionalism

**Teacher Keys:**
- 6 - Assessment Uses
- 9 - Professionalism
- 10 - Communication
What Does a Comprehensive System Look Like?

Gainesville Learning Supports Team includes…

Parent Coordinators, After School Partners, Social Workers, Counselors, Assistant Principals, SPED and ELL Directors, Board Representative, Community Agencies Partners, Housing Authority Officials…systemically working together.
System for Promoting Healthy Development and Preventing Problems
Primary prevention – Includes universal interventions

**Continuum of Interventions**

**SCHOOL RESOURCES**
- Social and emotional learning programs
- Enrichment programs

**COMMUNITY RESOURCES**
- Public health and safety programs
  - Recreation and enrichment

**Examples**
- Recreation and enrichment programs
- Social and emotional learning programs
Continuum of Interventions

SCHOOL RESOURCES

Examples
• Dropout prevention
• Learning/behavior accommodations
• Response to intervention

COMMUNITY RESOURCES

Examples
• Early identification to treat health problems
• Family support

System of Early-After-Onset Intervention
Includes selective & indicated
Continuum of Interventions

SCHOOL RESOURCES

Examples
• Special education for learning disabilities, emotional disturbance, and other health impairments

COMMUNITY RESOURCES

Examples
• Family preservation
• Disabilities programs
Continuum of Interventions

School Resources

Examples
- Social and emotional learning programs
- Enrichment programs

Examples
- Dropout prevention
- Learning/behavior accommodations
- Response to intervention

Examples
- Special education for learning disabilities, emotional disturbance, and other health impairments

Community Resources

Examples
- Recreation and enrichment
- Public health and safety programs

Examples
- Early identification to treat health problems
- Family support

Examples
- Family preservation
- Disabilities programs
## Levels of Intervention

### System for Promoting Healthy Development and Preventing Problems

- Classroom-Based Approaches to Enable Learning
- Support for Transitions
- Home and Family Engagement in Schooling
- Community Engagement
- Crisis Assistance And Prevention
- Student and Family Interventions

### System for Early Intervention (Early after problem onset)

### System of Care

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### Continuum of Interventions

**Continuum + Content Areas = Comprehensive System of Learning Supports**
Addressing Barriers of Attendance

BEFORE

Placed expectations in parent-student handbooks, reinforced through parental notification and referrals for chronic absentees and tardies.

• AFTER

• Identified reasons “why”; improved the start of the school day (e.g. welcoming by name, breakfast experience, designed flexible schedules with blended learning for high school).

• Concern toward students and families vs. compliance.

• Examined grading practices and their impact on motivation.
What does leadership for learning supports look like in your state, district, and schools?
Good ideas and missionary zeal are sometimes enough to change the thinking of individuals; they are rarely, if ever, effective in changing complicated organizations (like the school) with traditions, dynamics, and goals of their own.

—Seymour Sarason
MOVING FORWARD

What the student support infrastructure looks like at most schools

Leadership for Instruction
Various teams and work groups focused on improving instruction

Management/Governance Leadership
Various teams and work groups focused on management & governance

School Improvement Team

Review Team for Moderate-Severe Problems

Review Team for Disabilities
Case-Oriented Mechanisms

What the student support infrastructure looks like at most schools
Prototype for an Integrated Infrastructure at the School Level
MOVING FORWARD

Prototype for an Integrated Infrastructure at the School Level

Leadership for Instruction
Core Team and Work Groups

School Improvement Team

Leadership for Learning Supports
Core Team and Work Groups

Management/Governance Leadership
Core Team and Work Groups
MOVING FORWARD

Connecting Resources Across a Family of Schools

High Schools

Middle Schools

Elementary Schools

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

LEARNING SUPPORTS LEADERSHIP COUNCIL
Connecting Resources Across a Family of Schools

- **High Schools**
- **Middle Schools**
- **Elementary Schools**

- 1-2 representatives from each School-Based Leadership Team
- Facilitator for a Multi-site Council
The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

— John Maynard Keyes
Thank You!

Gainesville City Schools
Graduate First Project