



Community Schools Community Practice

Creating an Effective Learning Environment in Community Schools Using the Multi-tiered System of Support (MTSS) Approach

Dec. 16, 2019 | Melissa Harper-Butler, Jessica Dulay, Tia Brumsted

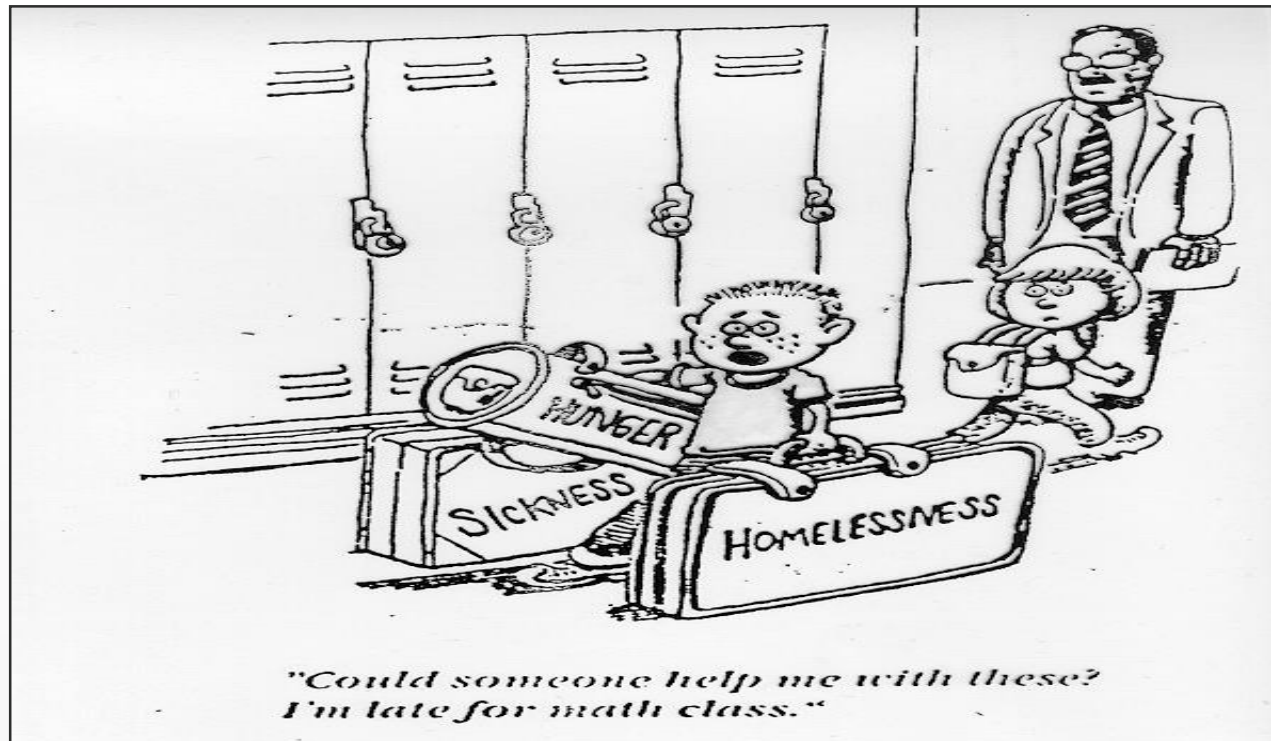
Agenda



Community Schools Overview

What is a Community School?

[Community Schools Animation Video](#)



Community Schools Overview

- A **public and private community partnership**
- Coordinates educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school

Objectives:

- Improve academic achievement
- Reduce absenteeism
- Building stronger relationships between students, parents, and communities
- Improve the skills, capacity, and well-being of the surrounding community residents

Theory of Action

If schools work in partnership with parents and community members to help build resources and support for students and their families...



Increased academic success for District students is possible!

Results Framework

Given the theory of action, the following are results of a successful community school implementation:

- Children are ready to enter school;
- Students succeed academically;
- Students are actively involved in learning in their community;
- Students are healthy: physically, socially, and emotionally;
- Students live and learn in stable and supportive environments;
- Families are actively involved in children's education; and
- Communities are desirable places to live.

Nationally, community schools have proven to be successful in:

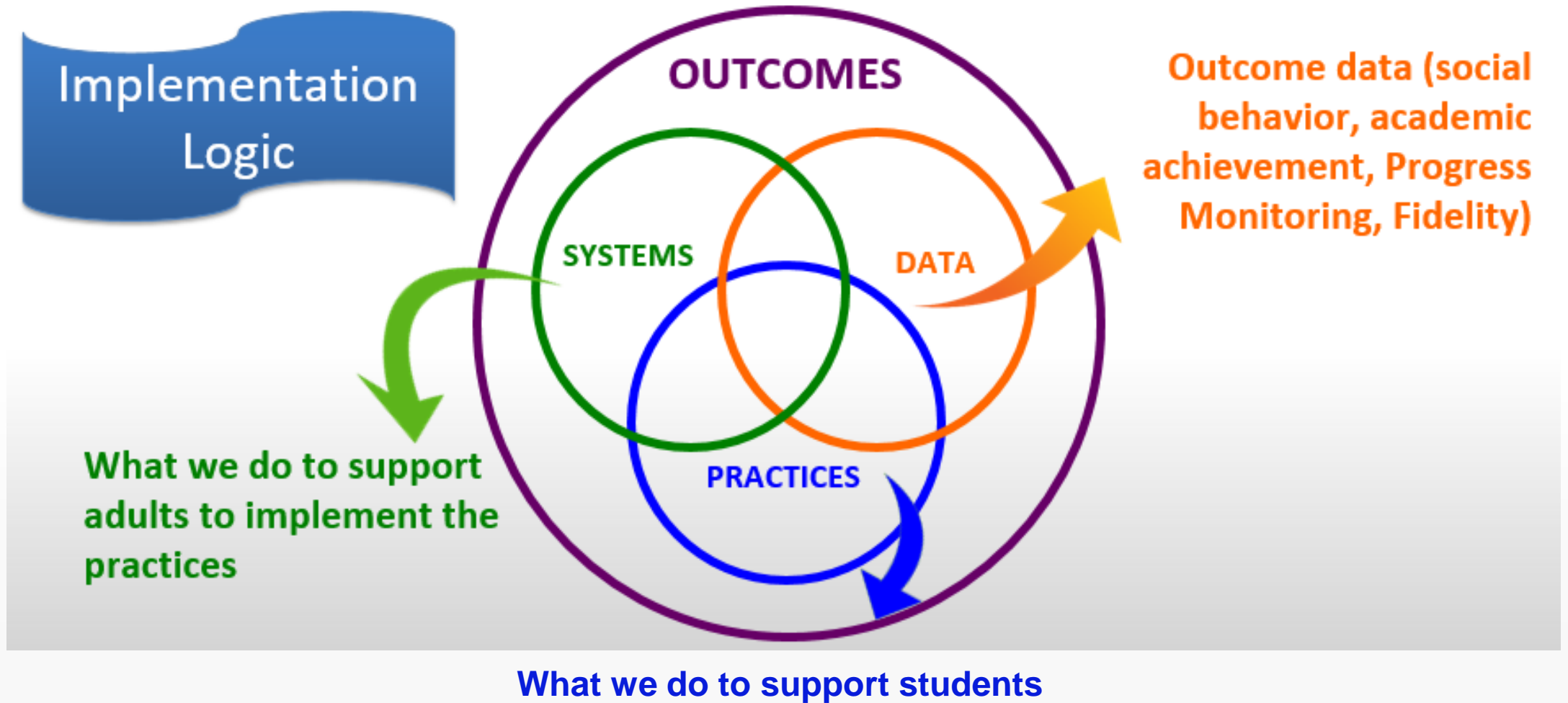
- **Reducing** absenteeism
- **Improving** health and wellbeing of students and their families, and
- **Increasing** the rates of high school graduation and college attendance.

Supports & Services

Supports and Services include:

- Academic enrichment activities
- Adult education
- Child-care services
- College, Career & Citizenship
- Community Engagement
- Early childhood development and education
- Family engagement services
- Family Engagement
- Medical and dental care
- Mental health promotion and treatment services
- Parent leadership programs
- Nutrition services
- Truancy prevention programs
- Youth development programs and services

Social, Emotional, Behavioral, and Academic Competence



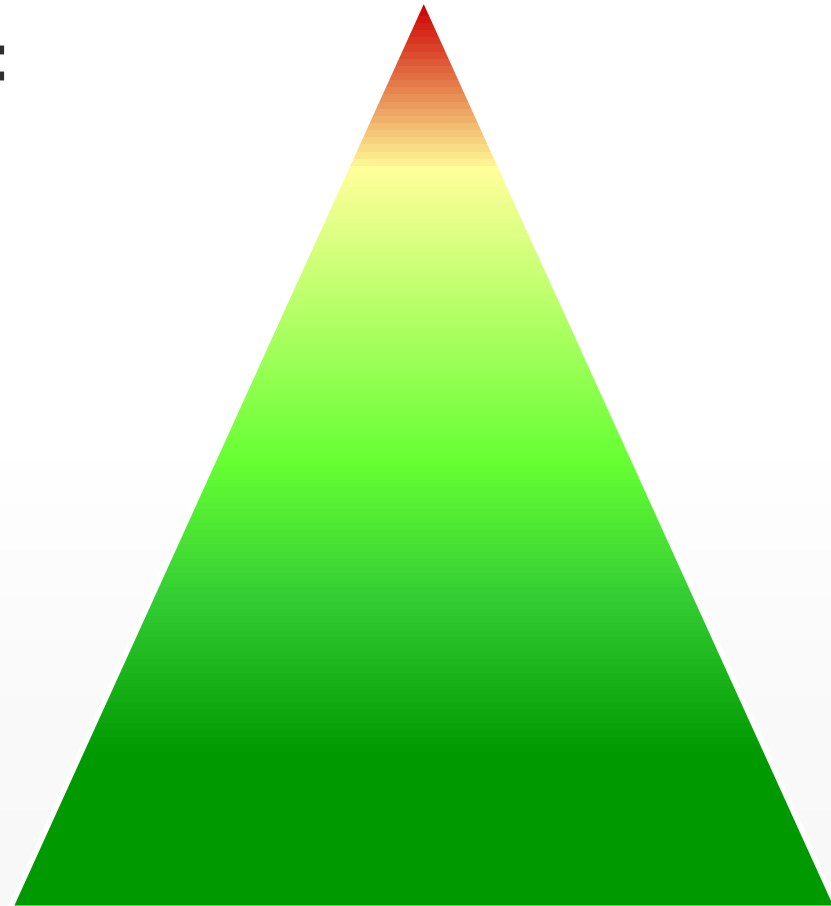
All Students – All Needs

Meet needs of the whole child:

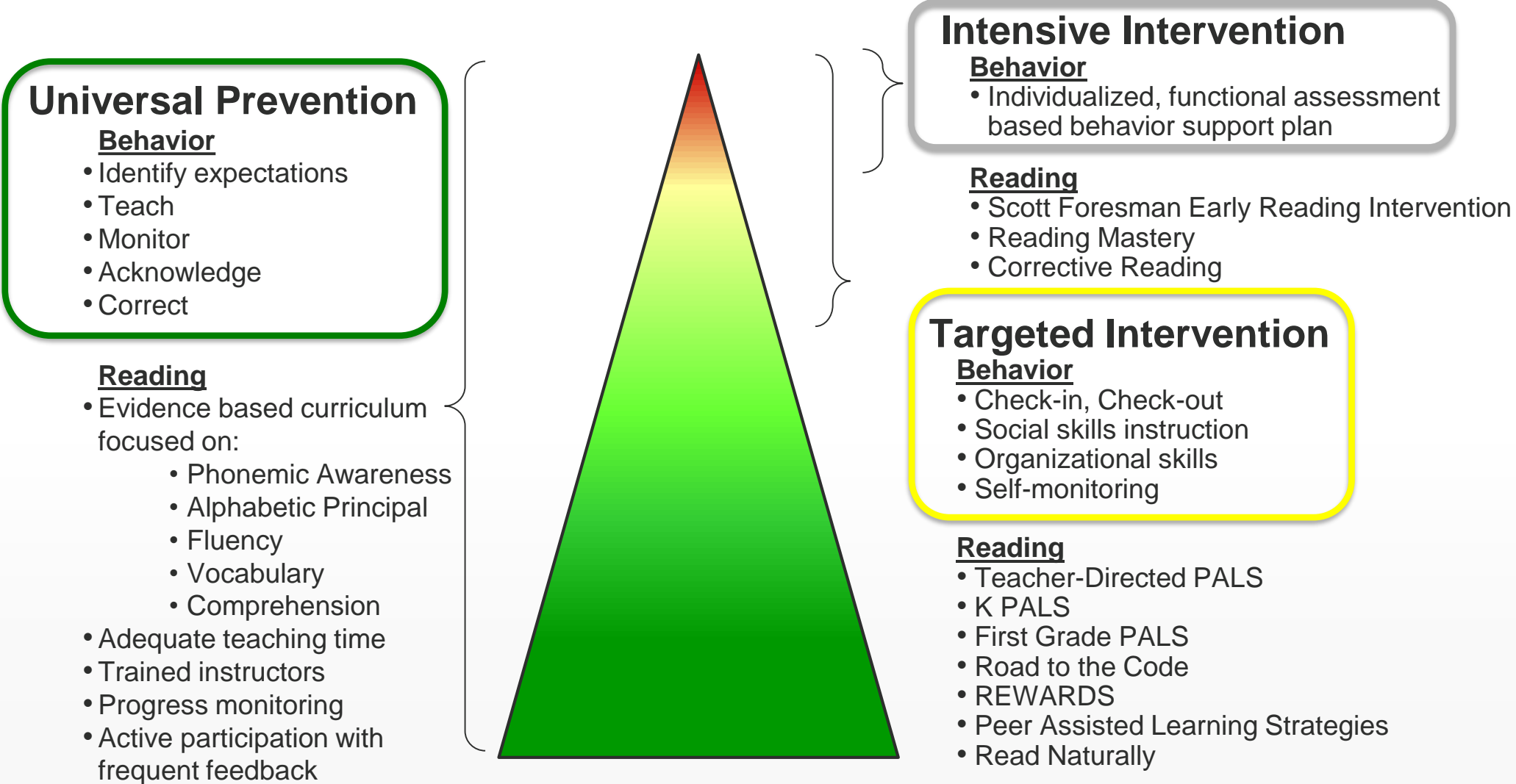
- Behavior
- Social Emotional
- Academics
- Mental Wellness

Additional Lenses:

- Trauma informed
- Culturally responsive
- Equitable practices



Continuum of Support Behavior and Reading Practices



Tier 1 Behavioral Support Practices

Tier	What practices are in place?	Who receives support?	Who are the providers?	How are outcomes evaluated?	How do students enter & exit?
Tier I	SW Expectations defined, taught, acknowledged; Consistent Responses Morning Mtgs	All students	All staff	Student behavior data, attendance, TFI-fidelity, SAS-Fidelity Lesson Plans-fidelity	N/A

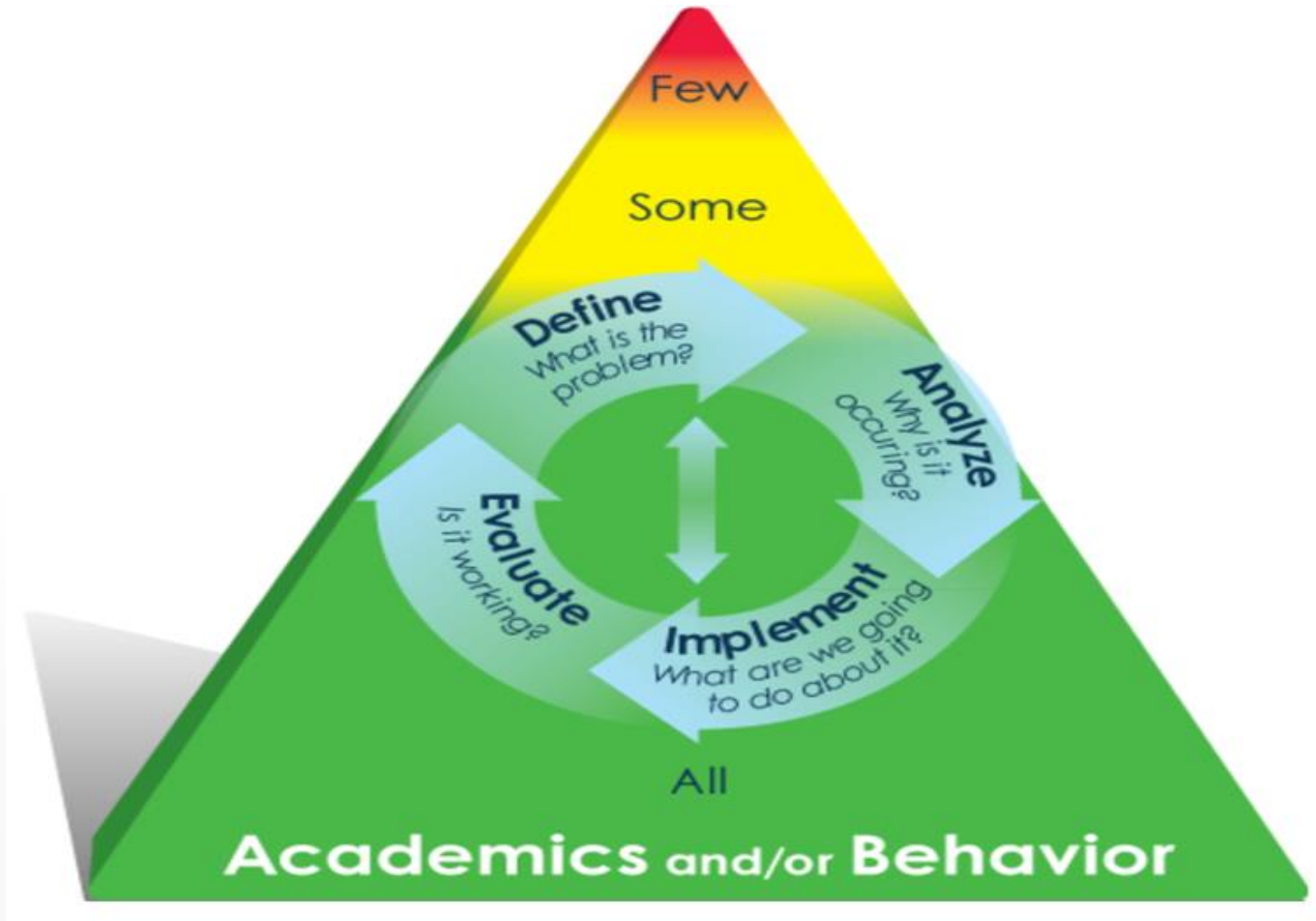
Tier 2 Behavioral Support Practices

Tier	What practices are in place?	Who receives support?	Who are the providers?	How are outcomes evaluated?	How do students enter & exit?
Tier 2	Check In Check Out	Students with low level behaviors, attendance issues, perceived internalizing behaviors	CICO Coordinator, CICO Facilitators, Classroom Teachers	Student behavior data, TFI and CICO FIM-fidelity	Entry: 2 ODRs, 4 BOFs, 3 unexcused absences, staff/family/student nomination Exit: avg 80% points earned over 4 weeks

Tier 3 Behavioral Support Practices

Tier	What practices are in place?	Who receives support?	Who are the providers?	How are outcomes evaluated?	How do students enter & exit?
Tier 3	FBA/BIP	S not responding to T2 or experiencing intense behavioral needs	Team formed around student, staff	Student behavior data, academic data TFI & Fid measure	Individualized goals met

Improving Decision Making



How to Look at Data: The Big 5

1. **Frequency**– use data to make daily and monthly decisions
2. **Problem behavior** – identify behaviors to be taught and reinforced
3. **Location** – identify areas in need of more support
4. **Time** – identify which time of day needs more support
5. **Student** – Identify the students in need of more support

Frequency	Behavior	Location	Time	Student
3 Times in a 60 minute class	Jen getting out of her seat to talk to peers	Algebra class	4 th period after lunch	Jen and 3 other students

Schoolwide Data

- Questions the PBIS team should consider
 - What is the problem?
 - Who is involved?
 - Where is the problem occurring?
 - When is the problem likely to occur?
 - What additional support can be provided to staff?
 - Is our data collection sufficient?
- Data sharing with staff should occur regularly
- If many students are involved, consider changing the system, not the students
- Teach, monitor and reward prior to increasing punishments

Looking at the Data

IF...	FOCUS ON...
<ul style="list-style-type: none"> o Less than 10 students with 10 or more office referrals o Less than 10 students continue rate of referrals after receiving targeted group settings o Small number of students destabilizing overall functioning of school 	Individual Student Systems
<ul style="list-style-type: none"> o More than 10-15 students receive 5 or more office referrals 	Targeted Group Interventions / Classroom Systems
<ul style="list-style-type: none"> o More than 40% of students receive one or more office referrals o More than 2.5 office referrals per student 	School Wide System
<ul style="list-style-type: none"> o More than 35% of office referrals come from non-classroom settings o More than 15% of students referred from non-classroom settings 	Non-Classroom System
<ul style="list-style-type: none"> o More than 60% of office referrals come from the classroom o 50% or more of office referrals come from less than 10% of classrooms 	Classroom Systems



Using the Tiered Framework to Drive Community Schools

Tier 1 Systems and Supports

Tier 1: universal supports; student, family, and staff knowledge of resources

This needs to happen:

- Needs and assets assessments (School Climate Survey; Wellness Policy)
- Stakeholder buy-in and involvement
- Intentional partnership development and inventory

Programming examples:

- Community resource fairs - know your rights, health & wellness
- Awareness Month prevention programming
- Attendance, anti-bullying campaigns

Tier 2 Systems and Supports

Tier 2: targeted education, prevention, resource and support based on need and demand

This needs to happen:

- Identify population to be served
- Collaborate with stakeholders
- Program logistics
- Evaluation, feedback

Programming examples:

- Targeted presentations - legal options and rights for immigrants, school choice panel
- Collaborative programming - extending themed activities to after school, Saturday academy
- Educational groups - life skills, social skills, executive functioning workshops, parent cafe
- Engagement efforts - truancy prevention; disruptive behavior reduction

Tier 3 Systems and Supports

Tier 3: individualized and recursive interventions guided by data

This needs to happen:

- Identify individuals to be served
- Care coordination - interdisciplinary meetings
- Logistics
- Evaluation

Programming examples:

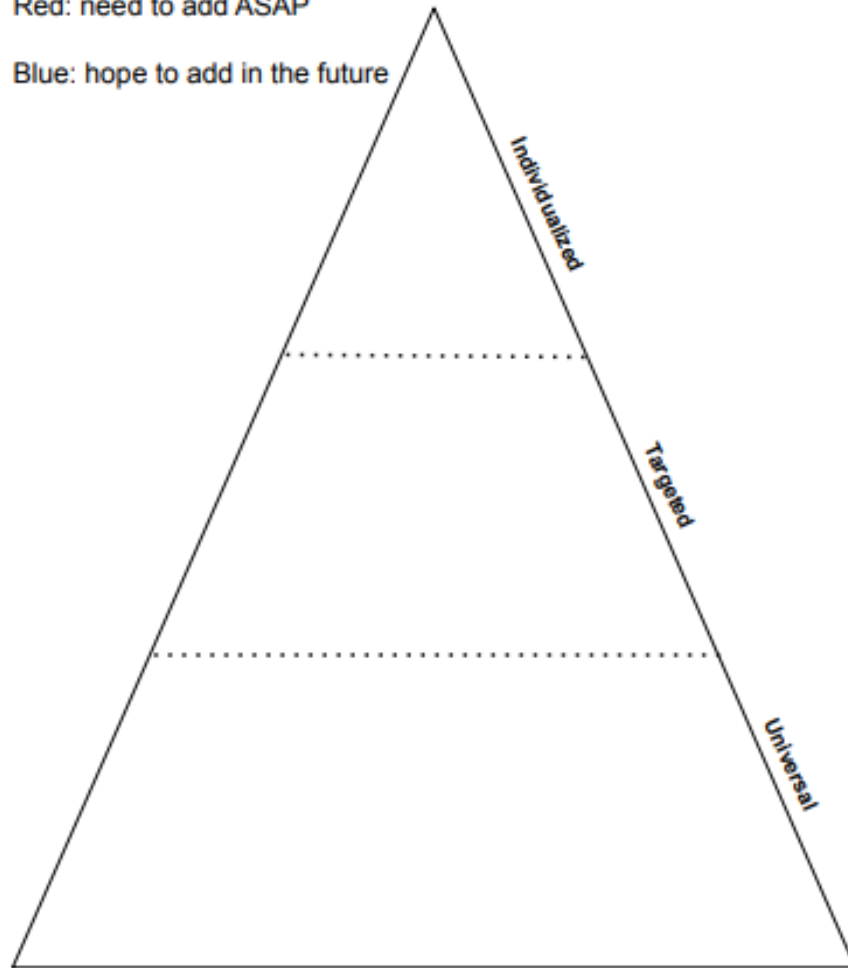
- Individual, family, group mental therapy on-site
- Crisis intervention, safety planning
- Support and resources for homeless families
- Attendance and chronic absenteeism support

CS MTSS Dream Visioning

Green: already in place

Red: need to add ASAP

Blue: hope to add in the future



MTSS Visioning Exercise

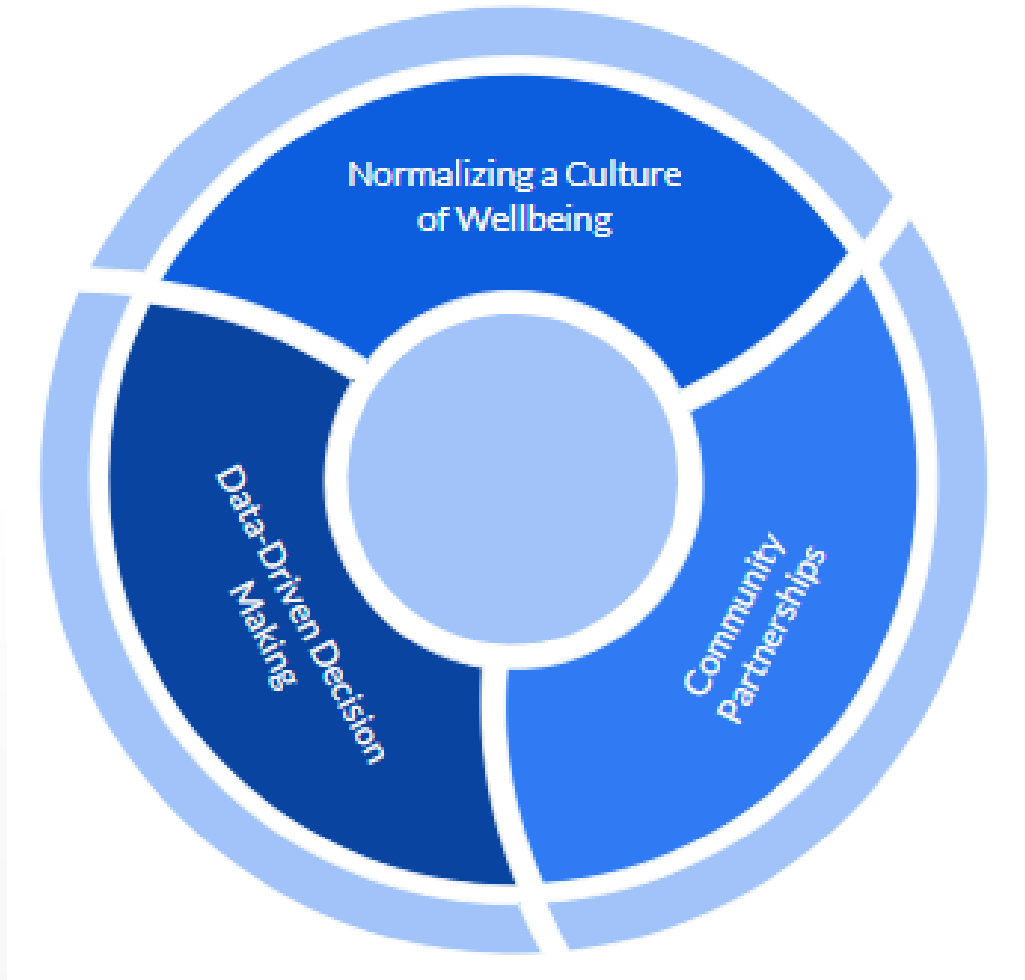
Think about your Community School.

What is already in place to support goal accomplishment?

What's critical, but is missing?

What do you hope to add in the future?

3 Critical Moves to Support MTSS Implementation



Competency Drivers

Competency Drivers that support school-based wellness initiatives:

- Staff psychoeducation on trauma informed care, confidentiality and professional boundaries
- Embedding SEL/Wellness into health, advisory, and extended-day program curriculum
- Parent groups and family events with wellness focus
- “Preview” training for teachers/advisers who facilitate SEL and wellness lessons
- SEL/Wellness Contributions in school newsletter and parent resource stations

Leadership Drivers

Leadership Drivers Necessary for Strategic Alignment:

- Role of Community Schools Coordinator
- Finding common ground and buy-in with school/education agency leadership, which includes investigation into funding sources to support growth implementation
- Empowering parents and students as leaders and decision-makers

Contact Us





Thank you!

