



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



WSCC Emotional Well-Being Learning Collaborative

October Community of Practice Call
Towards Data-Driven Action Planning that Promotes
Emotional Well-Being

CDC National Initiative to Advance Health Equity in K-12 Education
by Preventing Chronic Disease and Promoting Healthy Behaviors
Priority 2: Emotional Well-Being

National Center for School Mental Health &
Collaborative for Academic, Social, and Emotional Learning





Agenda

Inclusive Welcome

Connecting WSCC & RISE to Today's Session

Data-Driven Action Planning & Emotional Well-Being

Colorado – Using Data to Drive Our Work

Breakout Group Discussion

Intentional Close

Action Items

Feedback Survey

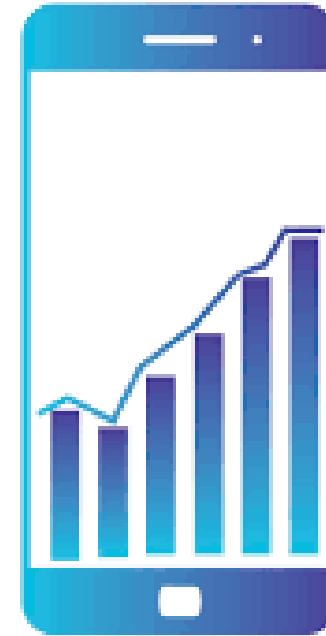




Inclusive Welcome

Grab your cell phone & pick one app that helps you track progress towards a goal.

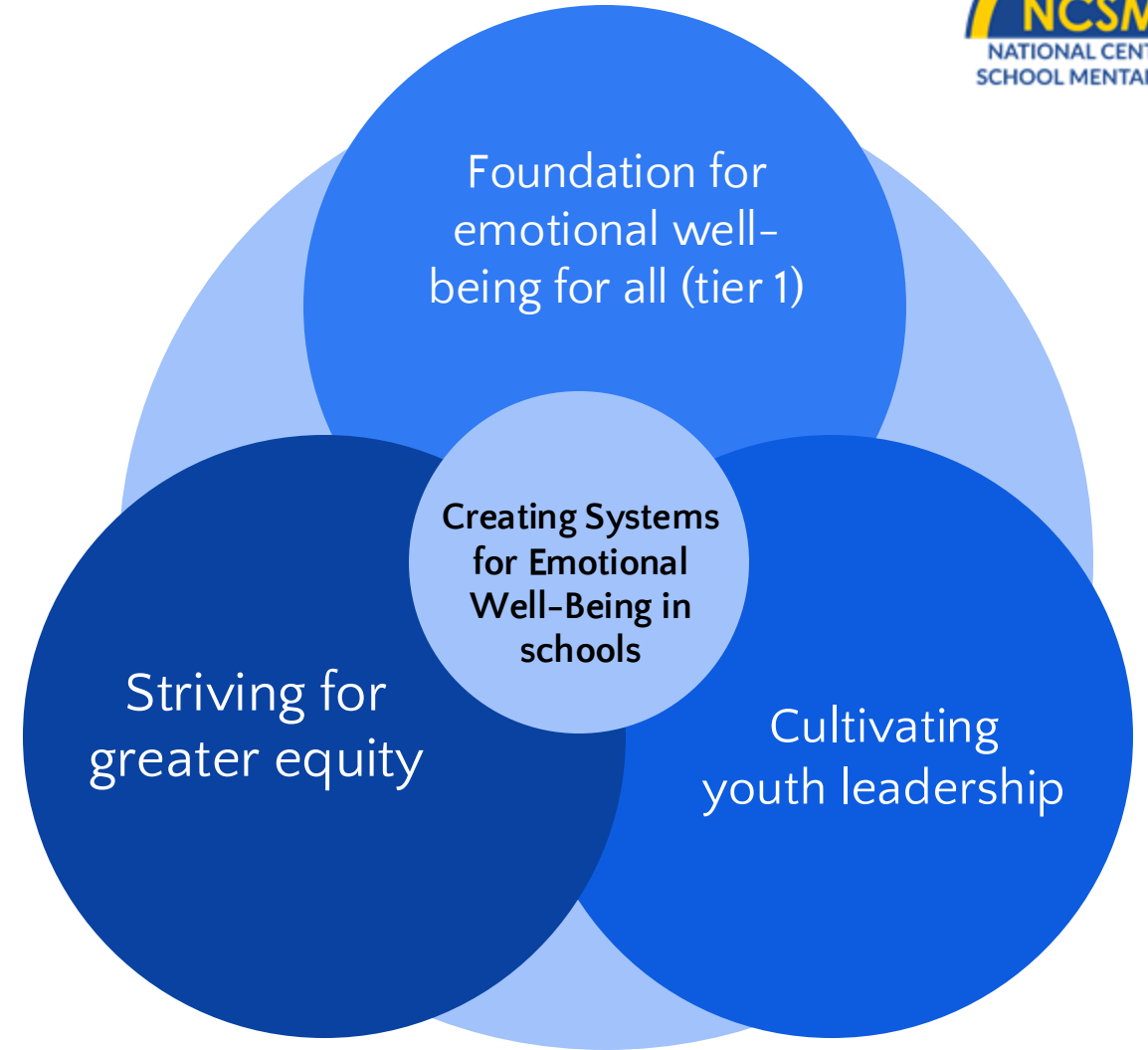
How do you use this information in your daily life?





WSCC Emotional Well-Being LC

Content Focus Areas





Connecting WSCC & RISE



Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging





Share Seamlessly, Steal Shamelessly





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Towards data-driven action planning that
promotes emotional well-being





“Improving outcomes for students... requires honest conversations grounded in empathy, relevant data, and shared responsibility that allow us to confront our implicit biases and build awareness of our effectiveness.”

Lead by Learning Playbook



Leveraging SHAPE reports to deepen our understanding of emotional well-being

What to focus on in your reports?

Within our learning collaborative, we are emphasizing the elements of RISE - relationships, intentional learning experiences (including both classroom learning and interventions), skills development and environments.

As you engage in this data reflection, look for patterns and noticings within one or more of these four domains that anchor our emotional well-being work.



[Download as PDF](#)

School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY	<i>Composite Score</i>
PROGRESSING	<i>Composite Score</i>
4.7 ... Teaming	
4.0 ... Mental Health Promotion Services & Supports	
4.2 ... Early Intervention and Treatment Services & Supports	
4.4 ... Funding and Sustainability	
EMERGING	<i>Composite Score</i>
2.7 ... Needs Assessment/ Resource Mapping	
2.3 ... Impact	

OTHER PERFORMANCE DOMAINS

<i>Overall Score</i>
50% ... Screening

* indicates data were not reported

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 13



Goal Setting & Making Progress with Your Goal

Sharing your goal progress: in our monthly calls, each school/district will have time to provide an update on their goal:

- Is your district/school making progress on the goal?
- Describe the status of your goal and/or challenges
- What support/resources do you need from us?

Support your district/school in tracking:

- What is working? What needs more support?
- Your progress and celebrating your small wins!





Using Data to Drive
Our Work

Colorado



UNIVERSITY of MARYLAND
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State, Region, District,
School





SHAPE and CASEL ToA Rubrics

- Many mental health related policies in place
- Many wellbeing related projects are underway across the SEA
- Landscape of Wellbeing and Belonging website and coordinated work
- Relationships with other state agencies and community organizations exist
- No Mental Health Director at the SEA
- Fragmented approach to funding and service provision



Focus on Strengthening SEA
Infrastructure





STATE

THE LANDSCAPE



Of Wellbeing and
Belonging in Colorado's
Multi-Tiered System of
Supports



Exemplary Work Across Departments

- **Accountability and Continuous Improvement**
 - Intentionally plan for student success through [Training and Technical Supports 2024](#).
- **Communications**
 - Recognize and celebrate promising practices and the individuals behind well-being and belonging by reading [The Colorado ESSER Report](#) and signing up for [The Spark](#).
- **Dropout Prevention and Student Re-Engagement**
 - [Receive discipline trainings](#) to support child and brain development, restorative justice practices, trauma-informed practices, reducing bias in discipline practices, and more!
- **Educator Talent**
 - Engage in the [Principal Leadership Institute](#) to develop leadership capacity and enhance school culture and climate.
- **Exceptional Student Services**
 - [Engage with resources](#) on well-being and strategies for educators, on-demand professional development, and guidance on employment of school mental health professionals to encourage health and wellbeing throughout the educational system.
- **Family, School and Community Partnerships (FSCP):**
 - Review [Promising Partnerships Practices 2024](#) for a collection of districts and school initiatives that work with families and community partners for student learning.
- **Federal Programs and Supports**
 - Empower educators, enhance belonging, and collaborate with the communities you serve through utilizing [CDE's Equity Toolkit](#).





STATE

THE LANDSCAPE



Of Wellbeing and
Belonging in Colorado's
Multi-Tiered System of
Supports



Exemplary Work Across Departments

- **Field Services and Supports**
 - Participate in [Learning Cohorts](#) to cultivate collaborative communities on topics such as chronic absenteeism, FSCP, newcomers, rural leadership, school safety and student behavior, special education, and community schools.
- **Health and Wellness**
 - Find resources in the [Mental Health Education Literacy Resource Bank](#), [apply for grants](#) to support landscape features, and make the connection between learning and health through a [Whole Child Approach](#).
- **Learning Supports**
 - Elevate engaging learning practices and school environments through the [Colorado Multi-tiered System of Supports Online Academy](#).
- **Postsecondary and Workforce Readiness**
 - Engage students in innovative learning opportunities and meaningful conversations through [Individual Career and Academic Plans \(ICAP\)](#).
- **School Health Services**
 - Support students' health and wellbeing through training and resources for [health condition and care plans](#).
- **Standards and Instructional Support**
 - Search student standards that elevate wellbeing and belonging using the [interactive 2020 Colorado Academic Standards Online tool](#) and learn more about best first instruction for building relationships and meeting student needs through [Professional Learning Modules](#).
- **Student Support**
 - Ensure connectedness and supports for all through resources for [Out-of-School Time](#), [Foster Care Education Webinars and Scholarships](#), the [2024 Back-to-School Memo](#), etc.





Colorado Specific Data Sources





Region Example

TLCC Item	Favorable Response	Healthy Kids Item	Agree or Strongly Agree
I feel comfortable discussing mental health with my students.	76%	Students who felt so sad or hopeless every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities.	33%
Students in this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.	97%	Students who have an adult to go to for help with a serious problem.	74%
Our school provides effective social emotional supports to students who need them.	80%	Students who feel that they belong at their school.	62%





District and School Example

TLCC Item	Favorable Response-State	Favorable Response-Region	Favorable Response-District	Favorable Response-School
I feel comfortable discussing mental health with my students.	76%	45%	45%	48%
Students in this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.	97%	90%	90%	84%
Our school provides effective social emotional supports to students who need them.	80%	42%	42%	19%





Let's chat!

Share in chat or click the raised hand button to chime in.

What questions do you have about the information shared?

What is coming up for you?

What curiosities do you have about what's been shared?



Breakout Group Time





Choose the breakout room discussion that best fits where you are at in the process of data-driven action planning

- **Group 1 - Completing SHAPE Assessments Support: Addressing Your Questions**
- **Group 2 - Putting Data to Work: Setting Goals & Drafting Action Plans**

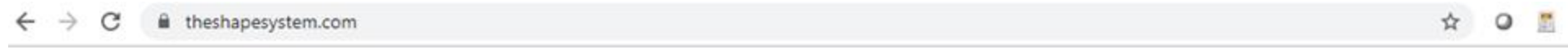


BREAKOUT ROOM 1 – Completing SHAPE Assessments:

- Where are you in the SHAPE process?
- What questions do you have?



The SHAPE System



What is **SHAPE?**

< A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)





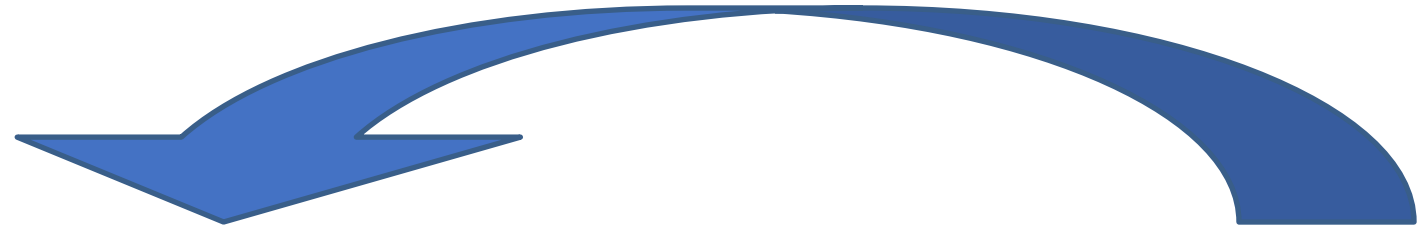
The SHAPE System

- Used by over 20,000 schools across all 50 states
- National school mental health performance measures (The School Mental Health Quality Assessment)
- Tools and resources for schools, districts, entities and states to drive school mental health quality improvement





How to use SHAPE



Map

Inventory of services and supports (SMH Profile)



Assess

Alignment with best practices (SMHQA)



Plan

Strategic Planning Guides



Act

Use resource library for implementation





SHAPE in action!

- Grounding online platform for comprehensive school mental health quality improvement in numerous states
- Driving towards all schools and districts complete the SMHQA

Assess System Quality

Prioritize Quality Improvement Efforts

Track Improvement Over Time





SHAPE in action!

- Methuen, Massachusetts
- Completed the SMHQA
- Identified Mental Health Screening as an area of focus
- Started by pilot testing screening with 5 youth in one school (2015)
- Incrementally grew their universal screening program across grades and schools (2016-2020)
- Currently have a universal screening program across all schools





SHAPE and the WSCC Emotional Well-Being LC

- **States**
 - State School Mental Health Profile
- **Districts**
 - District School Mental Health Profile
 - District School Mental Health Quality Assessment
- **BIE Schools**
 - School Mental Health Profile for Schools
 - School Mental Health Quality Assessment for Schools

Complete by November 3rd





Sign Up



SHAPE School Health Assessment
and Performance Evaluation System

[Home](#) [About Us](#) [Sign up](#) [Log in](#)



What is **SHAPE?**

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)





Create a SHAPE account.

Welcome to SHAPE!

You're on your way to opening a SHAPE account and gaining access to an array of tools and resources to advance school mental health.

First, we need some basic information to set up your account.
Already have an account? [Log in.](#)



First Name *

Last Name *

Email *

Role/Position

At what level are you registering for SHAPE? *

- INDIVIDUAL** [Learn more ?](#)
- SCHOOL** [Learn more ?](#)
- DISTRICT** [Learn more ?](#)
- STATE/TERRITORY** [Learn more ?](#)
- ENTITY** [Learn more ?](#)

Continue





At what level are you registering for SHAPE? *

- INDIVIDUAL [Learn more ?](#)
- SCHOOL [Learn more ?](#)
- DISTRICT [Learn more ?](#)
- STATE/TERRITORY [Learn more ?](#)
- ENTITY [Learn more ?](#)

State/Territory *

Are you employed by the district (local education authority)? *

- Yes
- No



District

Is your school or district missing? [Click here](#)

Continue





Complete Registration

SHAPE Registration

We want to understand your perspective on school mental health in the school or district that you are most familiar with. Please answer these questions to the best of your knowledge. If you do not know the answer to a question, select "not sure."

Does your school mental health system have universal mental health screening and assessment?	Yes	No	Not sure
Does your school mental health system include universal mental health promotion services and supports at the school or grade level (Tier 1)?	Yes	No	Not sure
Does your school mental health system include selective services and prevention supports to students identified as being at risk for mental health concerns (Tier 2)?	Yes	No	Not sure
Does your school mental health system include indicated, individualized services and supports for students identified with mental health concerns (Tier 3)?	Yes	No	Not sure
Does your school mental health system include evidence-based practices and programs (as identified in the national evidence-based registries)?	Yes	No	Not sure
Does your school mental health system include community partnerships to augment school mental health services and supports provided by the school system?	Yes	No	Not sure
Does your school mental health system use a quality improvement process to understand and improve the comprehensive school mental health system?	Yes	No	Not sure

Submit





Create a Password

Account Activation

Welcome, John Snow!

Create a password for your account with username
kingofthenorth@GOT.edu

Create Password

Confirm Password

I accept the privacy policy and terms of use.

Activate

[Privacy Policy](#) [Terms of Use](#)





School Mental Health Profile

Overview | **School Mental Health Profile** | Mental Health Quality | Resources | Screening & Assessment | Trauma Responsiveness | My Schools | My District Account

JEFFERSON UN

My Star Status

[View Certificate](#)

The School Mental Health Profile

collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

[Instructions](#) [Printable Version](#) [Sample Report](#)

My Progress

Summary Report

Last updated on: 11/01/2019

Students Served and Data Systems

[Take Survey](#) [View Responses](#)

Last updated on: 11/06/2019

Staffing

[Take Survey](#) [View Responses](#)

Last updated on: 11/06/2019

Services and Supports

[Take Survey](#) [View Responses](#)





School Mental Health Profile

Mental Health Profile

Students Served and Data Systems

The School Mental Health Profile documents the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Instructions: Complete this assessment with an existing team or identify a new team. Broad and diverse participation ensures meaningful assessment, successful planning, and implementation. Your team may include school- or community-employed staff and other partners and stakeholders, including youth and families. Please respond to these questions based on the past school year.

We anticipate most districts will have schools with a range of progress in school mental health, a variety of data collection and reporting strategies, and other characteristics queried in this profile. However, we ask that you do your best to respond on behalf of your whole district based on the data you have access to and can estimate.

What if we have difficulty answering a question? If you don't have the data to report, you can skip the question. Also, many teams need to leave some questions blank and come back to them later (you can still proceed and return to update this profile at any time). Further, no team can tackle all parts of their school mental health system at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your school mental health system over time.

[Download a printable version of the School Mental Health Profile for Districts](#)

Next

School Mental Health Profile

Students Served and Data Systems

To the best of your knowledge, are the following school mental health services and supports in place in your school? See notes below for further explanation.

Services and Supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Mental health screening	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 1 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 2 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 3 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Evidence-based practices and programs (as identified in national evidence-based registries)	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Community partnerships to augment school mental health services and supports provided by the school system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Quality improvement process to understand and improve the comprehensive school mental health system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools





School Mental Health Profile

Overview | **School Mental Health Profile** | Mental Health Quality | Resources | Screening & Assessment | Trauma Responsiveness | My Schools | My District Account

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My Star Status
 View Certificate

The School Mental Health Profile
collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Instructions | **Printable Version** | Sample Report

My Progress

Summary Report

Last updated on: 11/01/2019

Students Served and Data Systems

Take Survey | View Responses

Last updated on: 11/06/2019

Staffing

Take Survey | View Responses

Last updated on: 11/06/2019

Services and Supports

Take Survey | View Responses

Indicate which of the following data points your District collected last year and how those data were used. (SMH = school mental health)

Data point	Did you collect it last year?		How was it used? (select all that apply)				
	Yes	No	Identify students for mental health risk	Match/triage students to SMH service delivery	Track individual student progress in SMH interventions	Monitor/ evaluate SMH system outcomes	Was collected but not used for SMH services last year
Attendance/ Chronic Absences							
Academic Achievement (Grades, standardized testing)							
Office discipline referrals							
Out of school suspensions							
School climate/safety							
Other (please describe):____							
Other (please describe):____							

Does your district have an electronic data system to identify the number of students receiving mental health early intervention (Tier 2) and/or treatment (Tier 3) services and supports? (yes /no)


If yes, please describe the system your district used. _____





Reports

[Download as PDF](#)



School District Mental Health Profile
JEFFERSON UNITED

Last Updated: October 3rd, 2019

Understanding this Summary

This report is generated based on the information you provided for your School District Mental Health Profile.

This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

About Your School District Mental Health Report


Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality Assessments) to achieve Silver and Gold SHAPE Recognition.


Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.

Number of schools in your district:
10

Number of students in grades K-12:
10,000

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 6






Students Served and Data Systems
JEFFERSON UNITED

Last Updated: October 3rd, 2019

Services and Supports	Availability				
	Not in place	1-25% of schools	26-50% of schools	51-75% of schools	76-100% of schools
Mental health screening	✓				
Tier 1 services and supports					✓
Tier 2 services and supports		✓			
Tier 3 services and supports			✓		
Evidence-based practices and programs			✓		
Community partnerships		✓			

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 2 of 6







National School Mental Health Quality Assessment- SMH-QA

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing



Needs Assessment/ Resource Mapping

- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports



Mental Health Promotion Services & Supports

TIER 1

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2+3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known-risk factors
 - Identified as being at risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]



Funding and Sustainability

- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services



Impact

- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional and behavioral functioning



- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system

For a full copy of the school mental health national quality assessment, visit www.theSHAPESystem.com



School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming



- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

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Mental Health Promotion Services & Supports

TIER 1

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 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports

Early Intervention and Treatment Services & Supports

TIERS 2&3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers



Quality Assessment

JEFFERSON UNITED

[District SMH-QA Data](#)

My Star Status

[View Certificate](#)



The School Mental Health Quality Assessment
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Report](#)



Current Reporting Period: August 2020 - December 2020
[Change Reporting Period](#)

[Summary Report](#)

Last completed on: 02/13/2021
1 completed this Reporting Period

Teaming

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
0 completed this Reporting Period

Needs Assessment/Resource Mapping

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
0 completed this Reporting Period

Screening

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
0 completed this Reporting Period

Mental Health Promotion Services & Supports

[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
0 completed this Reporting Period

Early Intervention and Treatment Services & Supports

[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
0 completed this Reporting Period

Funding and Sustainability

[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
0 completed this Reporting Period

Impact

[Take Survey](#) [View Report](#)





Updating your Reporting Period

The School Mental Health Quality Assessment is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Report](#)

Current Reporting Period: June 2019 - May 2020

[Change Reporting Period](#) ⓘ

[Summary Report](#)

Last completed on: 09/22/2021
2 completed this Reporting Period

Teaming

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
1 completed this Reporting Period

Needs Assessment/ Resource Mapping

[Take Survey](#) [View Report](#)

Last completed on: 03/16/2021
1 completed this Reporting Period

Screening

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
1 completed this Reporting Period

Mental Health Promotion Services & Supports

[Take Survey](#) [View Report](#)

Reporting Period

On choosing a Reporting Period:

- If completing annually, this may be most recent school year (e.g., July 2019 through June 2020).
- If completing for a different time period, indicate a preferred start and end date (e.g. September 2020 through January 2021).
- Please remember to update the reporting period if you are entering new data for a new reporting period.

Starting month

06/2019

Ending month

05/2020

[Save](#)

Existing Reporting Periods:

Reporting Periods
01/2019-12/2019
03/2019-02/2020
06/2019-05/2020
06/2019-12/2019
07/2019-12/2019
07/2020-05/2021
08/2020-12/2020
09/2018-06/2019



Introduction Slide



School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns). School teams should involve students, families, staff, and community partners that represent diverse cultural identities and backgrounds including diversity of age, disability, ethnicity, gender identity and expression, language, national origin, race, religion, sexual orientation, sex, socioeconomic status. All school teams should prioritize trauma-informed approaches and cultural responsiveness, anti-racism, and equity as they relate to the team's mission, goals, and deliverables.



Next





Questions and Best Practices

Teaming

To what extent did schools in your district use best practices to ensure their school mental health team is multidisciplinary and diverse? *

Never

Rarely

Sometimes

Often

Almost always

Always

Best practices:

- Use recruitment and hiring practices to attract diverse team members
- Include team members who reflect the diversity of students, families, and staff
- Ensure that representatives of different groups regularly attend and have an active and equitable voice in team meetings and decision-making processes
- Engage school mental health system team members from the following groups:
 - School health and behavioral health staff
 - Teachers
 - School administrators
 - Youth/students
 - Caregivers/families
 - Community health and behavioral health (mental health/substance use) providers
 - Child welfare staff
 - Juvenile justice staff
 - Community leaders
 - Community Schools coordinator
 - English Language Learning educator
 - Homelessness Liaison
 - Family Advocate Representative

Prev

Next



Quality Assessment Summary Report

JEFFERSON UNITED

My Star Status

[View Certificate](#)

The School Mental Health Quality Assessment
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress

Current Reporting Period: September 2018 - June 2019
[Change Reporting Period](#)



[Summary Report](#)


<p>Last completed on: 09/19/2019 Completed by 2 people.</p> <p>Teaming</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/Resource Mapping</p> <p>Take Survey View Report</p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p> <p>Take Survey View Report</p>
--	--	--	--

<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p> <p>Take Survey View Report</p>
---	---	---



Summary Report and Strategic Planning Guide

[Download as PDF](#)



School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY
Composite Score

PROGRESSING
Composite Score

- 4.7 ... Teaming
- 4.0 ... Mental Health Promotion Services & Supports
- 4.2 ... Early Intervention and Treatment Services & Supports
- 4.4 ... Funding and Sustainability

EMERGING
Composite Score


- 2.7 ... Needs Assessment/ Resource Mapping
- 2.3 ... Impact


OTHER PERFORMANCE DOMAINS
Overall Score

- 50% ... Screening

** indicates data were not reported*

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 13





Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.


List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 9 of 13







Customize Reports

Start Date: 09/2018 End Date: 06/2019 Domain: 7 Domains Entered By: 4 Users Report Type: Average [Generate Report](#)

[Download as PDF](#)

School Mental Health
JEFFERSON UNIVERSITY

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH PERFORMANCE DOMAINS

MASTERY
Composite Score

PROGRESSING
Composite Score

- 3.3 ... Teaming
- 3.8 ... Needs Assessment/ Resource Mapping
- 3.6 ... Funding and Sustainability
- 4.3 ... Needs Assessment/ Resource Mapping District Support
- 3.8 ... Funding and Sustainability District Support
- 3.0 ... Impact District Support

EMERGING
Composite Score

- 2.6 ... Mental Health Promotion Services & Supports
- 2.0 ... Early Intervention and Treatment Services & Supports
- 2.5 ... Impact
- 1.9 ... Teaming District Support
- 2.5 ... Mental Health Promotion Services & Supports District Support
- 2.3 ... Early Intervention and Treatment Services & Supports District Support
- 2.0 ... Impact District-Level Documenting and Reporting

OTHER PERFORMANCE DOMAINS

Overall Score

- 50% ... Screening
- 4.9 ... Screening District Support





“My Schools” Tab

Overview | School Mental Health Profile | Mental Health Quality | Resources | Screening & Assessment | Trauma Responsiveness | **My Schools** | My District Account

JEFFERSON UNITED

- SMH-QA Districtwide Report ?
- TRS-IA Districtwide Report ?

My Star Status ?

[View Certificate](#)

Monitor progress and view SHAPE reports from schools in your district.

Showing 3 of 3

School	Shares Data with District	Star Status	Admins	Team Members	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
HAMILTON HIGH	✓	Blue ★	3	0	View	View	View
LINCOLN ELEMENTARY	✓	Blue ★	4	0	View	View	View
WASHINGTON MIDDLE	✓	Blue ★	3	0	View	View	View





Add New Team Members and Admins

JEFFERSON UNITED



My Star Status

[View Certificate](#)

Pending Requests

District Admins

District Team Members

Permissions

[+ Add District Admin](#)

Showing 11 of 11

Actions	Name	Email	Title	Receive Notifications?	Last Visit
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	Brittany Patterson	bpatterson@som.umaryland.edu		<input type="checkbox"/>	2020/01/15
	Elizabeth Connors	Elizabeth.connors@yale.edu		<input checked="" type="checkbox"/>	2020/01/09
	Jane Doe	doe@jane.com		<input type="checkbox"/>	2019/08/15
	Jill Bohnenkamp	jbohenk@psych.umaryland.edu		<input checked="" type="checkbox"/>	2019/12/03
	Lauren Harris	harris@3cisd.com	Content Editor	<input checked="" type="checkbox"/>	2020/01/04

Health Assessment

Performance

Home About Us My Account

Add New District Admin ✕

Username (E-mail Address): *

First Name: *

Last Name: *

Position:

Share data with the district

Notify this user when new users request access to the district

[Submit](#)





State School Mental Health Profile

The State Mental Health Profile
will help your state assess several school mental health indicators including: infrastructure, technical assistance and training, state policies, financing, staffing, and emerging SMH issues (including SEL, telepsychiatry, SDH).
The state profile will take approximately 1-2 hours to complete as a team.

[Instructions](#) [Printable Version](#)

State Agencies & Organizations

[Take Survey](#) [View Responses](#)

State Level Leadership

[Take Survey](#) [View Responses](#)

Policy

[Take Survey](#) [View Responses](#)

Funding

[Take Survey](#) [View Responses](#)

Services and Supports

[Take Survey](#) [View Responses](#)

Innovations and Emerging Areas

[Take Survey](#) [View Responses](#)

Staffing and Community Partnered Behavioral Health

[Take Survey](#) [View Responses](#)

Barriers and Resources

[Take Survey](#) [View Responses](#)

State Agencies and Organizations					
Please select all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision.					
	Leadership/ Oversight	Technical Assistance & Training	Funding	Advocacy & Policy	Service Provision (promotion, prevention, intervention)
Education (e.g., state and local education agencies, school board, individual schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early childhood (e.g., Head Start, day care, pre-K)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health (e.g., state and local public health departments, organizations, and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral health (integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



State SHAPE Dashboard



← Return to "jbohenk@psych.umaryland.edu" user Home About Us My Account

- Overview
- State/Territory Profile
- Resource Center
- Screening & Assessment
- My Districts**
- My Schools
- My State/Territory Account

Massachusetts School Districts

SMH-QA Statewide District Report ? TRS-IA Statewide District Report ?

↓ SMH-QA Statewide District Data ↓ TRS-IA Statewide District Data

Monitor progress and view SHAPE reports from districts in your state/territory.

Showing 421 of 421

1 2 3 4 ... 43

District	Shares Data with State/Territory	Star Status	Admins	Team Members	Entity Team	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
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SHAPE Demo Videos

Home | About | Our Work | Annual Conference | SHAPE | Webinars | Resources | DEIA | COVID-19 | Connect |

National Center for School Mental Health (NCSMH)

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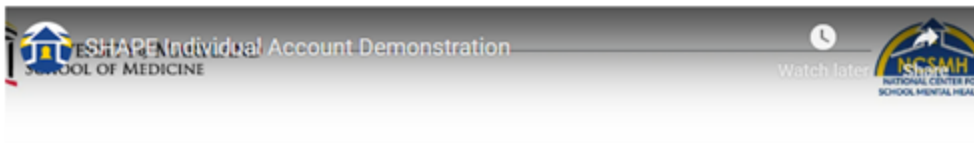
SHAPE



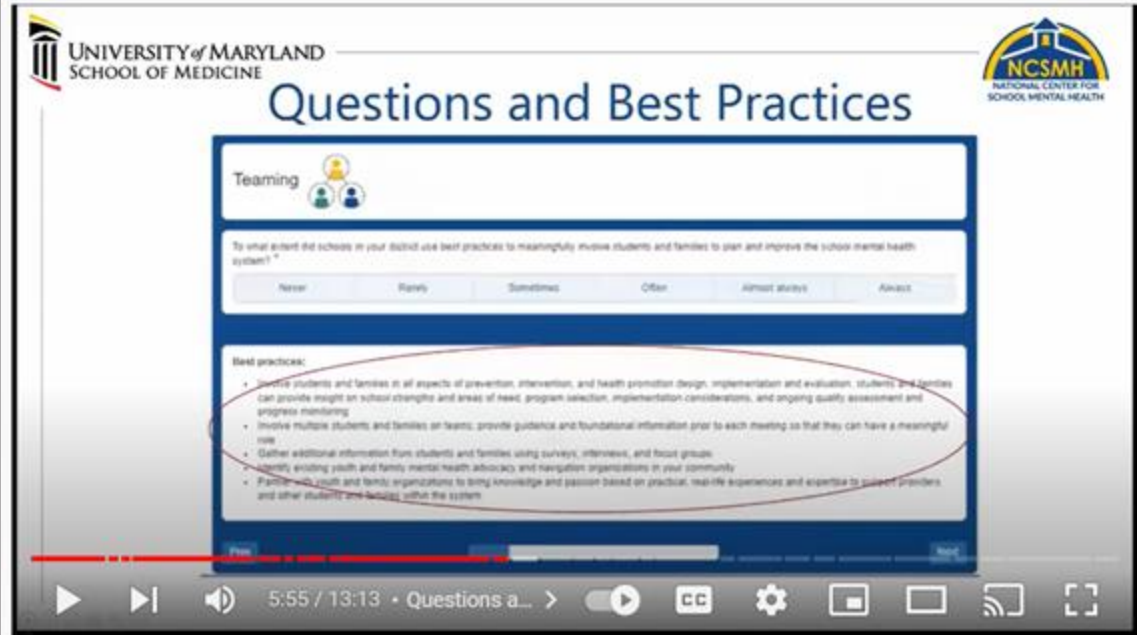
▶ [What is the SHAPE System?](#)

▼ [How to use SHAPE](#)

SHAPE Individual Account Demo



Search



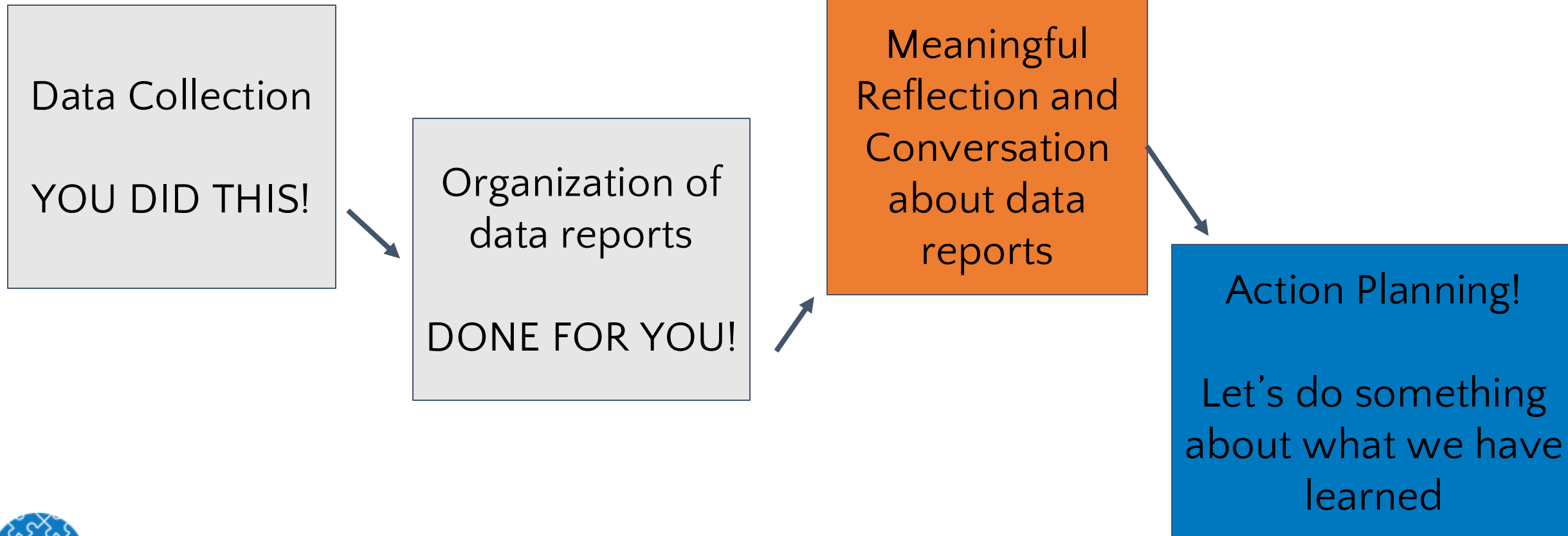
SHAPE District Account Demonstration

360 views Mar 17, 2020...more

1 Dislike Share Download Clip Save ...



Next Step: From data to doing





BREAKOUT ROOM 2

- **Putting Data to Work: Setting Goals & Drafting Action Plans**



Engaging in meaningful data reflection

FIRST: Gather data - already done!

SECOND: Individual Reflection

**THIRD: Equity-focused Data Reflection
Conversation**





Centering equity in our data reflection

How are you:

- Disaggregating data so inequity is visible?
- Considering root causes and impact of inequity when interpreting data?
- Including students in reflecting and acting on data?
- Partnering with families and community members to improve experiences and outcomes?






Data Reflection Conversations present opportunities to:

- practice social emotional skills
- bring voices into the conversation – equity!
- honor the work done in collecting data
- triangulate additional data with SHAPE assessment findings for a more complete picture and,
- plan next for next steps to learn more and take action



 **Guide to Schoolwide SEL**


SEL Data Reflection Protocol

This tool, adapted from the ATLAS Looking at Data Protocol from the National School Reform Faculty Harmony Education Center (nsrfharmony.org), presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

This tool includes:

- [A facilitator's guide](#)
- [A participant handout](#)
- [Suggested prompts](#) for equity-minded data reflection

Why is equity a critical lens for data reflection?





Assess

Dream
Big

Start
Small





START SMALL

1 Student


1 Classroom

1 School


Area of focus	Example Goals
Implement a SEL curriculum for Elementary Schools in the district	<ul style="list-style-type: none">• Convene a work group to inform implementation, including diverse stakeholders• Conduct an environmental scan of available SEL curriculum that fits the needs of the district's student population
Improve data literacy and use	<ul style="list-style-type: none">• Establish a team to review data once a month for 1.5 hours• Identify a team lead to download and disaggregate data prior to each meeting• Elect youth to provide reflections on data
Increase adult knowledge on SEL & MH in order to reduce stigma and improve student-teacher relationships	<ul style="list-style-type: none">• Administration will establish 1-hour of protected time for Classroom Wise training each month• Invite youth to speak at faculty meeting once a quarter to provide insight into important topics/current struggles
Build and support Youth Leadership in Overall Emotional Well-Being	<ul style="list-style-type: none">• Establish a Youth advisory council comprised of youth representative of the study body• Start a youth-led emotional well-being awareness campaign



Develop 1-2 Measurable Goals



WSCC LC Action Planning Guide



State/District Team: _____
 Month/Year of Action: _____ Month/School Year

Domain/Potential Area of Focus	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers

Select one area from the list above that your team wants to improve:

Please state a specific goal within this area. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

PLANNING

How will you know if you've achieved success within this goal? (For example, if your area of focus is to improve your use of data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

Indicators of Success:

What opportunities exist related to this goal?

What have been our past successes?

What current work is taking place related to this goal?

What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

What would prevent us from moving forward with this goal?

What would we need to overcome this/these barrier(s)?

What steps will we take to advance health equity with this goal?

Action Steps

List the short-term steps necessary to achieve goal	Person(s) Responsible	Target Date	Completed (Y/N)
1. _____			
2. _____			
3. _____			
4. _____			

NEXT MEETING: _____

COMMENTS:



Sharing Your Goal

- Submit your state/district/school goal by November 12th
 - Google Form: <https://forms.gle/vVXuqxLWkRwnkisDA>
 - QR Code





Youth Leadership

- Youth Leaders
 - Identify 2–3 youth leaders
 - 15 per state/entity
 - Submit the signed consent/assent forms to Zahra by **November 12th**
- List of tools for Youth Engagement
 - District Youth Liaison Guide
 - Tips for Recruiting Youth Leaders
 - Consent Form
- Questions?





Intentional Close

Your next step....

What do you see as a **powerful next step** related to data-driven action planning based on connections you've made to your work today?



Action Items

1. Meet as a team to continue to engage in data reflection & refine your action planning goal OR to complete SHAPE by November 12th.

2. Identify District Youth Liaison (adult district team member who will support the youth Leaders) by October 11th.

3. Identify Youth Leaders by October 30th & Submit Consent Forms by November 12th.

4. Plan to attend Train the Trainer on October 29th.

5. Take time to focus on your own well-being.





Feedback Survey

- Please take 1-2 minutes to provide feedback on today's session!
- Click on the link in the chat OR;
- Scan the QR Code



2:00



Thank you for joining today!

Next Monthly Call:
November 12, 2024

Remember to visit
e4ed.com to access our
Learning Collaborative
Resources, Monthly Call
Recordings and Slides





WSSCC Emotional Well-Being LC Communications

Contact: Dr. Zahra Ladhani - zladhani@som.umaryland.edu

Websites: schoolmentalhealth.org

casel.org

Listserv bit.ly/NCSMH_listserv

CASEL Newsletters: [Newsletters - CASEL](#)



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