



# School Mental Health Quality Progress Report

## Seven Kingdoms High School

Reporting Period: September 2018 - June 2019

Date of Report: 11/25/2019

Entered By: 1 User

### Understanding this Summary

This report is generated based on the information you provided for the Quality Assessment. 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 .... 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*

### About Teaming

Schools are in the position of ensuring that school mental health efforts are appropriately staffed 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).

*Need resources?* The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

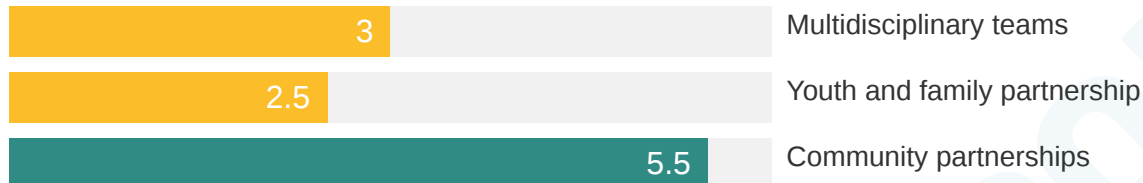
**The pages that follow summarize the information that was reported by the school team that completed the assessment.**



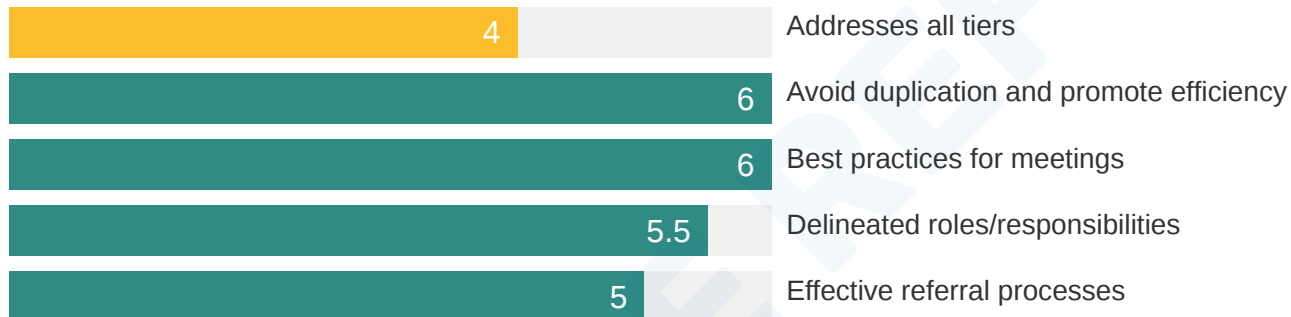
OVERALL COMPOSITE SCORE: 4.7



## Partners



## Structure/Process



## Data





## Needs Assessment/ Resource Mapping

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### About Needs Assessment/ Resource Mapping

A needs assessment is a collaborative process used by a system to identify gaps between current and desired conditions and system strengths. It allows a school to identify and address mental health needs that are the most pressing, understand how well existing services and supports are meeting student needs, identify and leverage strengths, and inform priorities and actions for school mental health programming.

Resource mapping is an active process to identify, visually represent, and share information about internal and external supports and services to inform effective utilization of resources. The resource map or guide that results from this process is often based on your school's needs assessment and other information about strengths and needs in your school and community. A resource map may also be referred to as an asset map or environmental scan.

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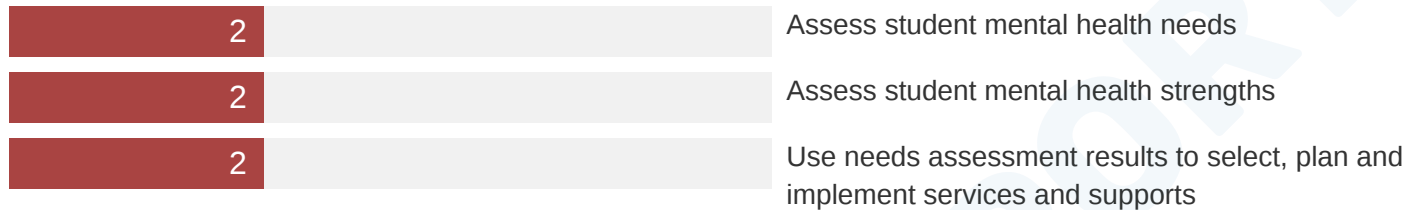
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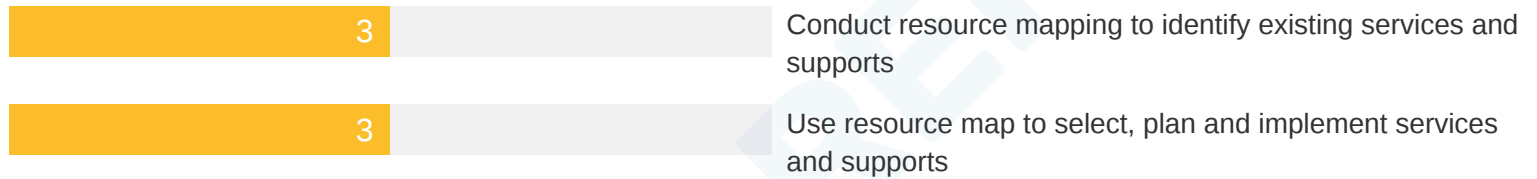
OVERALL COMPOSITE SCORE: 2.7



## Needs Assessment



## Resource mapping and implementation



## Alignment





## Mental Health Promotion Services & Supports

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### About Mental Health Promotion Services & Supports

Mental health promotion services and supports (Tier 1) are mental health-related activities that are designed to meet the needs of all students regardless of whether they are at risk for mental health problems. Tier 1 activities include promotion of positive social, emotional, and behavioral skills and well-being. These activities might also include efforts to support positive school climate and staff well-being. These activities can be implemented school-wide, at the grade level, and/or at the classroom level and can be provided by school-employed and community-employed school-based professionals.

*Examples include school-wide mental health education lessons, school climate improvement efforts, and classroom-based social-emotional learning for all students.*

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## Mental Health Promotion Services & Supports

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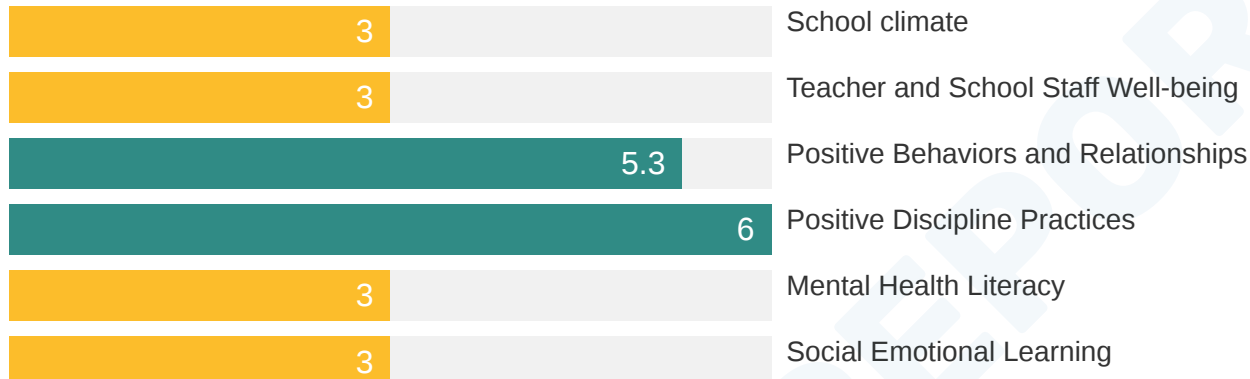
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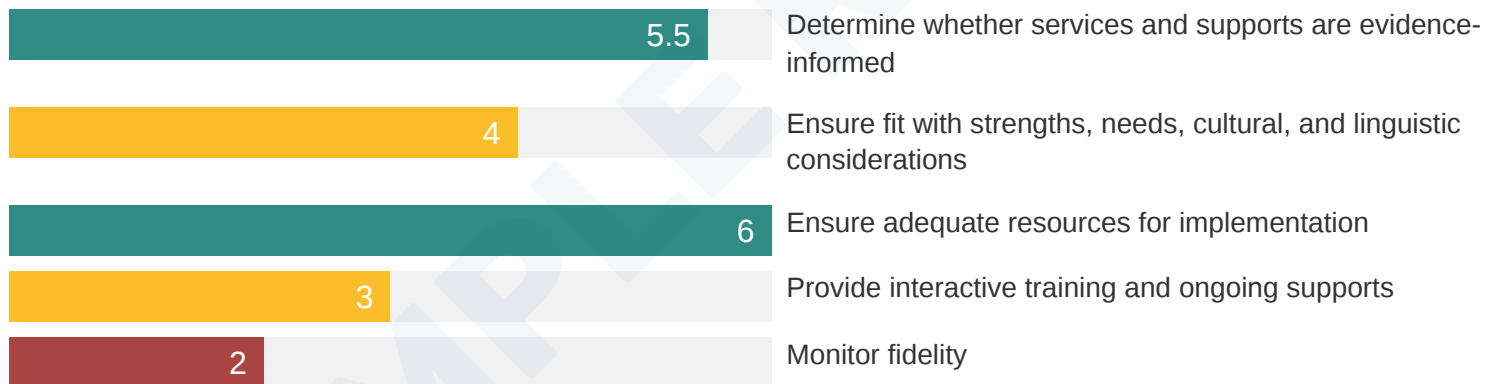
OVERALL COMPOSITE SCORE: 4



### Services and Supports



### Implementation





## Early Intervention and Treatment Services & Supports

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### About Early Intervention and Treatment Services & Supports

Early intervention services and supports (Tier 2) address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern. These students can be identified through needs assessments, screening, referral, or other school teaming processes. When mental health needs are identified early and supports are put in place, positive youth development is promoted and the chronicity and severity of mental health concerns can be eliminated or reduced.

Sometimes these are referred to as "selective" mental health "prevention" or "secondary prevention" services. Tier 2 services include services provided by all school-based mental health professionals, school-employed and community-employed.

*Examples include small group interventions for students identified with similar needs, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom-based supports such as a daily report card, daily teacher check-in, and/or home/school note system.*

Treatment services and supports (Tier 3) to address mental health concerns are provided for students who are already experiencing significant distress and functional impairment. Sometimes these are referred to as "indicated" mental health "intervention," "tertiary," or intensive services and are individualized to specific student needs. Tier 3 services include services provided by all school-based mental health professionals, including school-employed and community-employed.

*Examples include individual, group or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional, and/or behavioral needs.*

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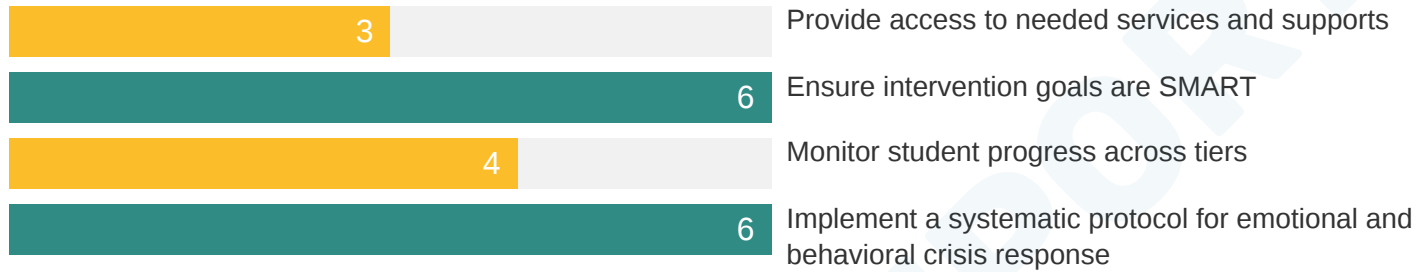




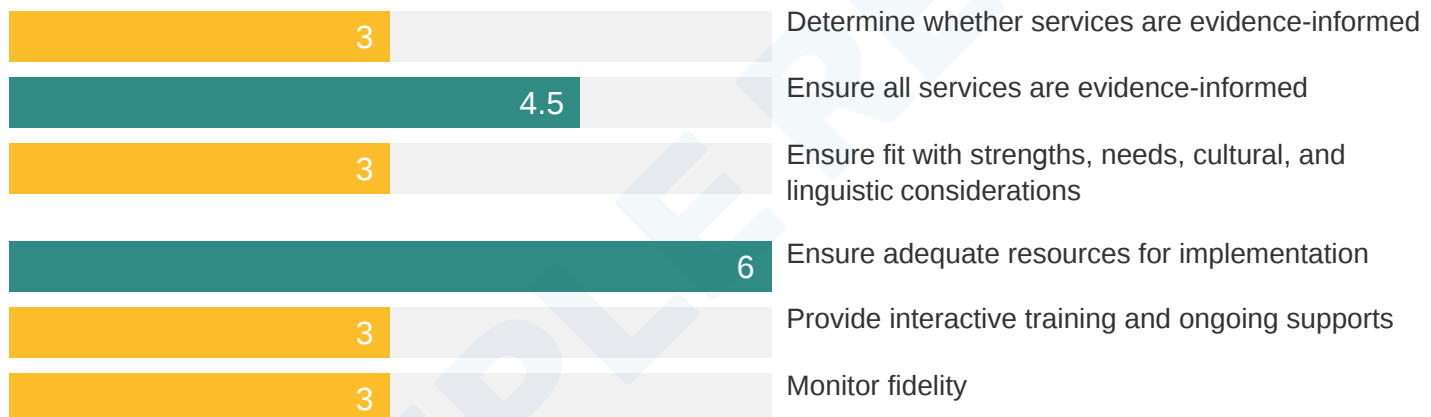
OVERALL COMPOSITE SCORE: 4.2



## Services and Supports



## Implementation



## What is Screening?

Mental health screening is defined as using a systematic tool or process with an entire population, such as a school's student body or grade level(s), to identify individual students at risk for or having a mental health concern. Mental health screening can be used to identify personal strengths/wellness as well as emotional distress or mental health risk. Primary action steps to advance your CSMHS's performance in the area of screening include assembling a team of key stakeholders, selecting screening tool(s), and establishing policies and procedures for collecting, interpreting, sharing, and using screening data to identify students eligible for school mental health services and supports.

The SHAPE resources library for screening is organized by the type of screening best practice(s) that your team wants to work on. For resources on including youth and families, look for **"Collaboration"** resources. For resources on selecting a tool and sharing information before implementation, **"Planning"** resources are available. If your team is rolling out your screening efforts, responding to risk of harm or working with results, visit the **implementation** resources for screening.

**The pages that follow summarize the information that was reported by the school team that completed the assessment.**

During the last school year, **250** students in your school were screened for a mental health concern of any type by a school-based or community-partnered mental health staff member. This is **50%** of your student body.

## Based on screening:

- 48** identified as being at-risk or already experiencing a mental health problem
- 25** referred to a mental health service following identification
- 0** received depression screening
- 0** received suicidality screening
- 0** received substance use screening
- 0** received trauma screening
- 0** received anxiety screening
- 500** received general mental health screening
- 0** received well-being or protective factors screening



## Funding and Sustainability

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### About Funding and Sustainability

Funding and sustainability refers to strategies to optimize financial and non-financial assets needed to maintain and improve your school mental health system over time. Sustainability is always evolving, but the goal is to ensure that your operational structures and capacity is sound and that your system can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in your context.

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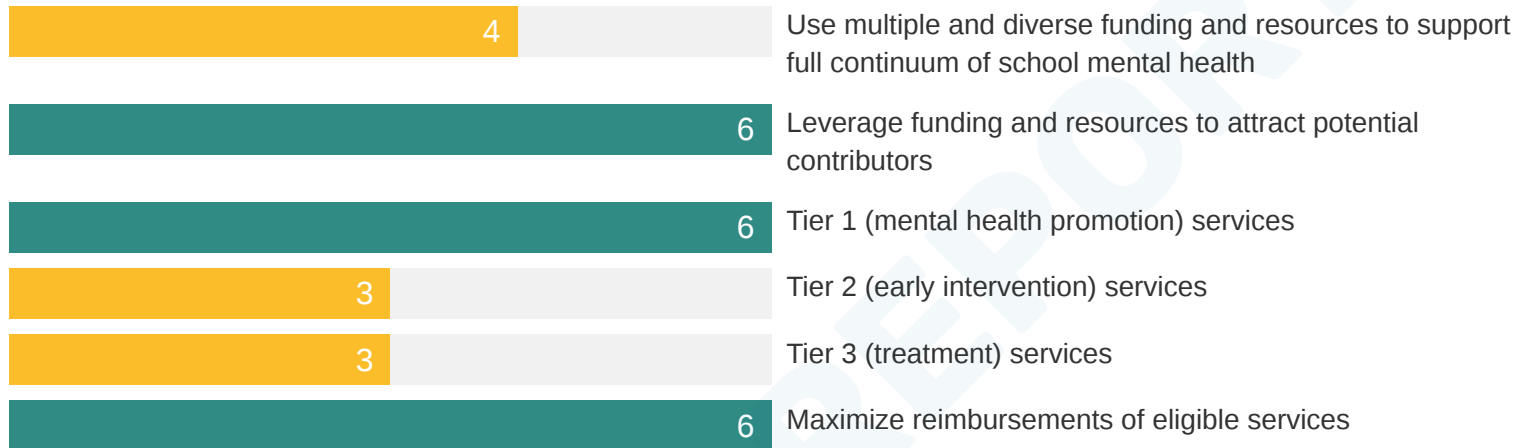
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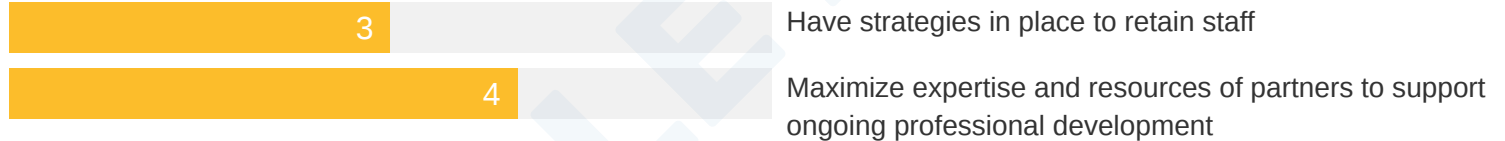
OVERALL COMPOSITE SCORE: 4.4



## Funding / resources



## Staff retention and Professional Development



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### What is Impact?

Impact refers to the long-term effects or changes that occur as a result of the programs, practices, or policies implemented within a comprehensive school mental health system (CSMHS). Documenting and reporting the impact of your CSMHS to a wide range of stakeholders is critical for sustainability. By having data on the impact of your CSMHS readily available, your school team will be optimally positioned to describe your success and advocate for ongoing funding, support, and resources.

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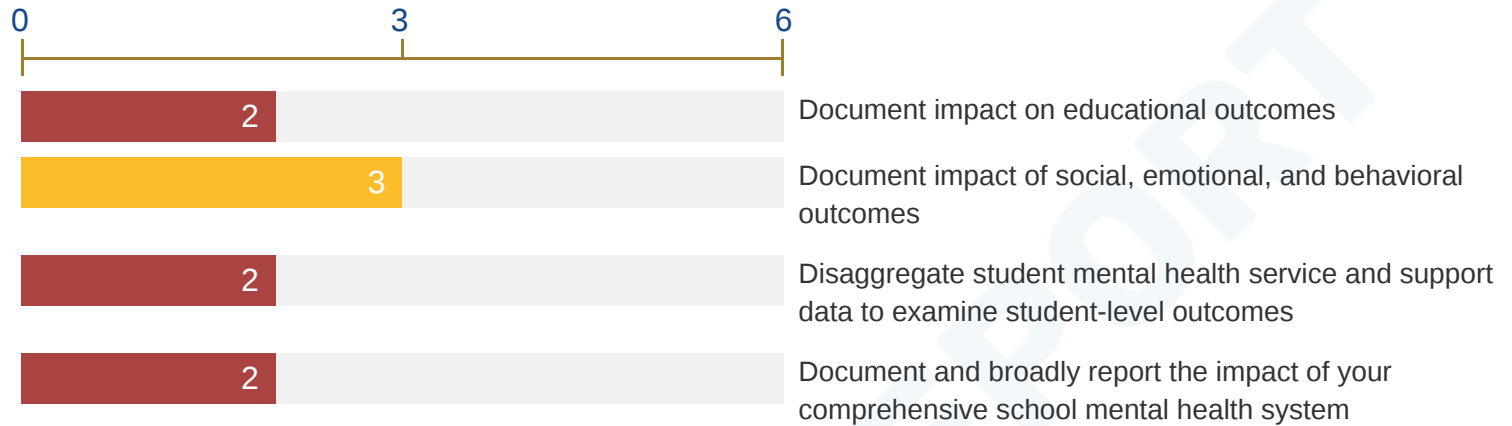
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OVERALL COMPOSITE SCORE: 2.3



## Number of students who:

- 50** Were eligible to receive Tier 2 or Tier 3 school mental health services
- 15** Received at least one Tier 2 or Tier 3 service
- 5** Demonstrated documented improvement in educational functioning
- 7** Demonstrated documented improvement in social, emotional and behavioral functioning

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: \_\_\_\_\_

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (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: \_\_\_\_\_

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use 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.)

INDICATOR 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)?



**Who will be involved:** List the individuals who will help move this goal forward and their role. Consider multidisciplinary stakeholders from the district, school, community, and family levels.

Individual	Role
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

**Identify 3-5 action steps that can be taken toward achieving this goal.**

- 1.
- 2.
- 3.
- 4.
- 5.

## Timeline for improvement

Short term: 0-6 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date

## Timeline for improvement

Long term: 7-24 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date