1J – “Data Driven Recommendations Suggested by Students”

Presenters:
Stephanie Martinez & Betsy Lazega, USF
Sheri Weretka, The School District of Osceola County

• **Topic:** Data-Based Decision-Making, High Schools, Schoolwide PBIS
• **Keywords:** Youth Voice, Tier 1, Social Relationships, Action Plan
When Working In Your Team

This slide is ONLY for presenters of the first session of each day. Remove this text reminder if you are the first session. If you are not the first session of the day, remove this slide entirely from your Presentation.

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

This slide is for presenters of the first session in strand ONLY. Remove this text reminder if you are the first session. If you are in the second or third session in the strand on Thursday, or a Breakout Session on Friday, remove this slide entirely from your Presentation.

1J – “Data Driven Recommendations Suggested by Students”
Presenters: Stephanie Martinez & Betsy Lazega, USF; Sheri Weretka, The School District of Osceola County

2J– “Culture, Connection, & Care: Anchoring & Amplifying Youth Voice Within the PBIS Framework”
Presenters: Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA); Felicia Singleton, San Diego County Office of Education (CA)

3J– “Students Helping Students”
Presenters: Ami Flammini, Midwest PBIS Network (IL); Zachary Radecke, Livermore Valley Joint Unified School District (CA)
Objectives

1. Participants will be able to identify a process to use to collect student voice around school data.

2. Participants will be able to identify types of data to share with students.

3. Participants will hear suggestions students have to improve their school campus based upon their data.
How Did We Get Here?

Sheri Propose Idea

Draft Idea: Get Support

Get Schools on Board

Cohort 1

Roll Out

*2021-2022 Post Covid

District Strategic Plan

Roll Out Cohort 2: Add Middle Schools

*2022-2023 Hurricane Ian

We Get Here?
# Planning Process

<table>
<thead>
<tr>
<th>Develop</th>
<th>District</th>
<th>School</th>
<th>Implement</th>
<th>Reflect and tweak</th>
</tr>
</thead>
</table>
| Develop a plan | District level support  
  • Submit a proposal of the process and content being covered | School level interest  
  • Administrative support – provide an overview  
  • Identify the "adults" (i.e. sponsors) – provide an overview  
  • Schedule the sessions  
  • Identify the student participants | Implement the plan | Reflect and tweak the process over time |
School District Strategic Plan 2022 - 2023

Community Engagement

GOAL 4

Goal Statement: Build advocacy, engagement, empowerment, and capacity of all stakeholders in support of successful, future-ready graduates.

Goal Lead: Dr. Rene Clayton and Dana Schaefer

Key Activities:

Expand and enhance two-way outreach to stakeholders:
- Utilize ThoughtExchange to create stakeholder feedback loops to gather scaled community input that will guide improvement efforts
- Analyze school and district-level survey data and stakeholder input to create strategies that have a positive impact on culture and climate, with monitoring as part of the school and district Stocktake processes

Build awareness and capacity of parents and students of expectations:
- Develop PowerUp 4 Success programming and expand Student Voice work in collaboration with the Alliance for Public Schools and the University of South Florida
- Develop an awareness campaign for relationship and community building to include anti-bullying and behavior expectations
- Develop a districtwide attendance awareness campaign that includes the benefits of attending school regularly and best practices, along with school-level strategies and measures

Develop first-class offerings for students:
- Implement additional unique and specialized attractor programs by bridging elementary and middle school into high school academy pathways leading to high-wage, high-demand careers

Metrics:
- ThoughtExchange baseline data
- Insight survey data
- Comparison of school grades and parental involvement statistics
- Superintendent Focus Group and Roundtable minutes
- School Improvement Plans and Stocktake next steps
- Evidence of products and participation numbers from PowerUp 4 Success and Student Voice work
- Evidence of products and progress towards 95% daily average attendance goal
- Increase of 3% in new FTE and district enrollment
Why Is Student Voice Important?

https://www.youtube.com/watch?v=sUAGQBUq0Hs
Who are the Students?

Is this GPA representative of your school campus? If all the students know each other, then you did not pick right.

Sheri Weretka

- 10\textsuperscript{th} and 11\textsuperscript{th} Graders – High Schools
- 7\textsuperscript{th} and 8\textsuperscript{th} Graders - Middle School
- Representative of school campus
  - Gender and gender identification
  - Race/ethnicity
  - Academic needs
  - Behavioral needs
  - Attendance issues
  - Different clubs/sports/activities
Data Sources – Mixture of Qualitative & Quantitative

<table>
<thead>
<tr>
<th>PATH/Student Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Survey</td>
</tr>
<tr>
<td>Mental Health</td>
</tr>
<tr>
<td>Discipline Data</td>
</tr>
<tr>
<td>Exit Tickets-One Word</td>
</tr>
<tr>
<td>Survey Adults Sponsors for Changes</td>
</tr>
<tr>
<td>Informally from Students</td>
</tr>
</tbody>
</table>
### Data Source 1: PATH/Student Goals

- Year 1 – PATH
- Year 2- What do you want your school to look like, feel like, sound like

<table>
<thead>
<tr>
<th>Goals for Our School</th>
<th>Things We Want to See</th>
<th>Things We Want to Hear</th>
<th>Things We Want to Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students working on engaging activities</td>
<td>Students working on engaging activities</td>
<td>Laughter</td>
<td>Safe</td>
</tr>
<tr>
<td>Fun activities</td>
<td>Positive Talk/ Praise</td>
<td>Connected</td>
<td></td>
</tr>
</tbody>
</table>
“PATH is a creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for individuals, families, teams and whole organizations. PATH draws on people’s ability to visualize different futures and to plan backwards from a future vision or dream and tell stories about how that vision can come into being.”


The key outcomes of a PATH are as follows:

- A shared vision within the group of a positive future for the pathfinder
- A commitment to invest in moving towards this future
- A sense of how to do this

Student PATH Plans

AND THEN DRAFTED A PLAN FOR ACHIEVING THOSE GOALS

Osceola SV Project - YouTube
Results of Student Goals - Feel, Sound, Look like

At Harmony H.S. we want to:

**See**
- Engagement
  - Examples: Hallways decorated by clubs, teachers & student attending events (sports, clubs)

**Hear**
- Better music/Positive communication
  - Examples: Student input on music
  - Nice comments to peers
  - Speak respectfully - respect goes both ways (student to teacher and teacher to student)

**Feel**
- Included
  - Examples: Show interest in all clubs, sports, groups, hype up different activities (not just football)
  - Clarkopolis
  - More benefits for students - more opportunities for all students.
Results of Student Goals - Feel, Sound, Look like

Gateway

By the end of the year, we would like our school to...

Look like: More School spirit
  Examples: Participation in spirit week, attendance at activities, joining clubs, outer merch, buy-in

Sound like: Quieter hallways
  Examples: Use quieter voices in the hallway, regulate the use of speakers & whistles.

Feel like: Understanding students
  Examples: Understand why students are stressed, help students to feel included, feeling comfortable and connected/Safe place.

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Goals for Toho

Things we want to see:
  School pride/spirit
  Examples: Better spirit weeks, more/ better opportunities to attend pep rallies
  Fun Friday more often
  Student section for athletics

Things we want to hear:
  Positive Talk
  Examples: Opportunities for older students to engage younger students (role models)
  Using kind words to talk to each other
  Saying, thank you - spreading positivity to teachers and student.

Things we want to feel:
  Encouraged
  Examples: Positive messages
  Teachers saying "good job" - be more encouraging when students are doing their work.
  Positive referrals,
  Funny videos made by teachers.

Sheri.Weres@osceolaschools.net
Data Source 2: Climate Survey

- Student Results
- Covers:
  - Cultural Awareness and Action
  - Diversity and Inclusion
  - Rigorous Expectations
  - School Climate
- Provides
  - school results,
  - changes over time,
  - comparison to other like schools in district

<table>
<thead>
<tr>
<th>Topic Description</th>
<th>Results</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>Cultural Awareness and Action</td>
<td>51%</td>
<td>+3 since last survey</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>73%</td>
<td>+5 since last survey</td>
</tr>
<tr>
<td>Rigorous Expectations</td>
<td>56%</td>
<td>+5 since last survey</td>
</tr>
<tr>
<td>School Climate</td>
<td>36%</td>
<td>+7 since last survey</td>
</tr>
</tbody>
</table>
Students Hard at Work: Reviewing Climate Survey Data
Identifying Top Goal From Climate Survey

Top Themes:

- Engaging instruction
- Student-Staff Relationships — Mutual Respect
- Access to School Counselors
- Meeting students’ MH and SEL needs
Data Source 3: MH

Brainstorm:
• What are some things your school *is already doing* to support students’ mental wellness? *5 minutes*
• Do you know what resources *are available* to support students’ mental wellness? *5 minutes*
• What are some things the school *could do* to support students’ mental wellness? *5 minutes*
  • Chill out zone
  • Support groups
  • Share resources outside of school

Develop a presentation and share back with school based leadership team
Principal Presentation

By The Student Voice Project
Why are we here?

• We are moving forward with our PBIS Student Voice Plan, which aims to continue a positive, safe and meaningful culture for all students and staff at OHS.

• We want to reach all stakeholders on campus and touch on topics that both students and staff members think are important, including but not limited to: student/staff morale, safety, mental health awareness, and academic success.

• We have come up with four ideas that we believe would be positive additions to the already exciting culture here at OHS. It is our hope that one, if not all ideas could be efficiently and purposefully implemented before the end of the school year.
Idea #1
Who is our audience?
Students

Idea: "Mental Health Monday"

Why/what is it? This is a way to specifically focus on mental health and provide students a chance to seek such help in a quiet and private manner.

How? On Mondays (even though mental health is important every day) the Media Center could be open at lunch specifically so students can come in and have the quiet time and space necessary to seeking help for a pressing concern by sitting logging on to the Helpful Space – Secondary app that can be found in FOCUS and make an appointment to speak to someone. Most students don’t know this app exists as an outlet and means of asking for help, but they should. Perhaps the Media Center could designate a "Silent Spot" every Monday just for this.
Idea #2
Who is our audience?
Teachers

Idea: "Teacher Tuesday's"

What is this? Creating a culture at school where the students check in on TEACHER'S by doing what we call "desk drop-in's", whereby students are encouraged to jot down positive affirmations or praises to at least one teacher throughout the day, using POST – IT notes. There could be a few locations on campus where Post-It notes are provided, or teachers could always keep them by the door where students enter the room. Sometimes teacher's need a pick-me-up too and we need to create a culture of compassion at OHS that teaches students ways to be kind to one another...
"we are not entitled to kindness, but if we are kind, kindness will find us".

Also: On Wellness Wednesday's, simply reverse the role. Teachers can pick a couple students each period or throughout the day, and drop a positive message on their desk, or pass it in the hallway.

It goes both ways.
Idea #3:
Who is our audience? Students

- **Idea:** Bring back "counselor corner" in the cafeteria.
- **Why?**
  a) We were inspired by GHS to do this. Have counselors on a rotating schedule so at least one counselor is present in a corner of the cafeteria, at lunch, each day of the week, or all counselors are available on one day at lunch, like Thursday for example (Thoughtful Thursdays???) This will provide ample opportunity for Q&A, scheduling &/or academic concerns, and will help build better rapport and relationships between students and counselors, something we need at OHS.
  b) This is also a great time to address topics outside of academics, such as mental health awareness, signing up for personal counseling appointments, etc...
Idea #4:
Who is our audience?
Students

Idea: Adding "break pass" to our E-Hallpass system.

Why/what is Break Pass? This is a tool to be used in the case of a serious emotional &/or mental health concern for a student whereby the student could ask to use their (1 per quarter) "break pass" to take a time-out outside the classroom door, go to a counselor/social worker, speak with another trusting individual on campus... to immediately address a situation or take a breather from the classroom environment. Teachers may also suggest the option should they see the immediate need for it. Sometimes, we just need a break.

Concerns: Finding a way to make sure students aren't abusing this privilege and making sure they know it's for serious issues. Maybe after 2 uses, they are referred to the social worker/counselor for regular check-ins. This idea is still in progress, but we think it, or something similar could be meaningful here on campus.
In closing...

We know there is much work to be done and it is our mission to be part of the solution. We know tardies are still an issue, skipping is still an issue, dress-code is still an issue, but with each day, we will get better. As a group, we hope the ideas we have proposed here today are seen as thoughtful and positive approaches to daily life here on campus.

To add, in recent weeks OHS has experienced some challenges and safety concerns that take precedent over many of the ideas we have expressed here in our presentation. We understand that our proposal of ideas is only secondary to the safety of everyone on campus. We want to thank Principal Santiago for taking the time to meet with a group of students after our most recent red lockdown, and for giving students a voice regarding safety procedures and concerns at OHS. This not only supports but epitomizes our purpose as a "Student Voice Project" and our aim to make the student voice a powerful one at OHS. Thank you!

-The Student Voice Project
Student Images/Videos

https://youtu.be/a0RTSCYmA88
Results of MH

1) Posters
   - 1 min. of silence
   - Mental health counselor outside guidance
2) LGBTQ clubs
   - School social worker
   - Pamphlets
   - Drug awareness posters
3) Support group
   - Quiet room for anxiety
   - Assembly for each grade
   - Peer pressure
   - Share stories
   - Emotional awareness of yourself
   - Games
   - Surveys
   - Get service dogs

Tonopahaliga High School
Data Source 4: Discipline Data

What do the data tell you?

• Which groups of students had the most referrals?
• What type of behaviors happen most frequently?
• What months had the most referrals? Why do you think these months had the most referrals?
• What grade level had the most referrals?

Sticky Notes:
What are your thoughts about data?

• After looking at the data, what are your concerns?
• What do you think needs to be addressed?

School Discipline Data: What do the data tell you?
Using the graphs and data provided what do the data tell you? Fill in the blanks.

1. At my school students who are _________ grade had the most referrals.
2. At my school students who are _________ (gender) had the most referrals.
3. At my school students who identify as _________ (race/ethnicity) had the most referrals.
4. At my school the top three behaviors that got the most referrals are: 1. ____________________, 2. ____________________, and 3. ____________________. We think most of the referrals come from these behaviors because: ____________________________.
Discipline Data Explanation

• Started with an overview of the data and what it means
• Discussed breakdown of data
  • Location
  • Problem Behavior/Discipline Code
  • Total days of OSS and ISS
  • Breakdown by demographics
  • By Grade Level
  • Administrative decision

POSSIBLE CONSEQUENCES
1) Report to Parent and documented
2) Verbal Reprimand
3) Written Assignment/Special Assignment Related to Offense
4) Parent/Teacher/Student Conference
5) Behavior Contract
6) Correct Inappropriate Dress
7) Opportunity to Secure Supplies
8) Time Out Area
9) Confiscation of inappropriate Item
10) Strictly Supervised Study Area
11) Loss of Credit for Work (Dishonesty)
12) Financial Restitution
13) Teacher Detention
14) Counseling/Referral
15) Revoke Parking Decal or Tow Away Vehicle
Next Steps

- Checklist:
  - Schedule time with administrative team
  - Schedule time to meet as a team back on campus
  - Develop your PowerPoint presentation
  - Share with Mrs. Weretka:
    - Administrative Team meeting data & time
    - Student meeting date & time
    - PowerPoint presentation

PBIS STUDENT VOICE SESSION #3
Action Planning Checklist

School:

☐ 1. Schedule time to meet as a student team back on campus
   - Date, time, location of meeting:

☐ 2. Develop your PowerPoint presentation.
   Presentation should include:
   - Personal Matrix
   - Administrative Decisions Feedback

☐ 3. Schedule time to meet with your PBIS Team

☐ 4. Email your principal to schedule a time to meet with your Administrative Team
   - Email address:
   - Date principal emailed:

☐ 5. Present the Personal Matrix and Administrative Decisions Feedback to your Administrative Team
   - Date and time of meeting:

☐ 6. Email Mrs. Weretka:
   - Administrative Team meeting date & time
STUDENT VOICE PROJECT

Behavioral & disciplinary action
Disciplinary Data.

- 9th grade 510 referrals
- 905 referrals from classrooms alone
- 502 referrals for skipping
- 65 insubordination
- 74 failures to follow directions
EFFECTIVE CONSEQUENCES.

BEHAVIOR CONTRACT
TAKE AWAY LUNCH PRIVILEGES
WORK DETAIL
PARENT/TEACHER CONFERENCE
TAKING AWAY SPORT PRIVILEGES
NON-EFFECTIVE CONSEQUENCES.

- Detention
- ISS
- Referrals
- Dress coding
SUGGESTIONS.

- Sport event restrictions
- Teacher mentors
- Fining for extreme situations
- The class you skip, leads to ISS with that teacher
**School-wide expectations**

<table>
<thead>
<tr>
<th></th>
<th>At school…</th>
<th>At home…</th>
<th>With friends…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise to the challenge</td>
<td>Participate in class</td>
<td>Doing chores without being asked</td>
<td>Opening up &amp; motivating people</td>
</tr>
<tr>
<td>Own your actions</td>
<td>Admit when your actions are wrong</td>
<td>Admit when you messed up</td>
<td>Admit that you lied</td>
</tr>
<tr>
<td>Arrive on time</td>
<td>Being on time to class</td>
<td>Not passing curfew</td>
<td>Showing up to plans on time</td>
</tr>
<tr>
<td>Respect yourself &amp; others</td>
<td>Communicating wisely</td>
<td>Listening actively</td>
<td>Knowing your boundaries</td>
</tr>
</tbody>
</table>
Themes From Students

Engaging Instruction

Access to Counselors

Dress Code

Student Voice

Relationships

Notes of Kindness
Qualitative

• Feedback from Sponsors
  • Develop a student contract
  • Liked the structured tasks
  • Liked sharing and listening to students' ideas
  • Asked to include more students
  • Needing more support from administrators & other school staff
  • Missing full day of school
Next Steps: What Do You With the Results?

• Make changes to the process
• Share back with district level administrators
• Determine if there are any policies needing change at the district level
• Scale up and continue the work
Changes Over Time

Adaptations made throughout the process

- Structured Process
  - Provided Templates
  - Assign Roles
  - Reduced timeframe
  - Added Middle School
  - Adding a student contract
  - Adding more students
  - On each school campus
School Discipline Data: What do the data tell you?
Using the graphs and data provided what do the data tell you? Fill in the blanks.

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3. At my school students who identify as _________ (race/ethnicity) had the most referrals.
4. At my school the top three behaviors that got the most referrals are: 1. ____________, 2. ____________, and 3. ____________. We think most of the referrals come from these behaviors because: ____________________

More Structured
Social Validity Results: Year 1

How important is it to you to do well in your classes?

How connected are you to adults at your school?

How much do you matter to others at this school?

Overall, how much do you feel like you belong at your school?

Whole Group Student Survey Data

Sept  May
Whole Group: How positive or negative is the energy of the school?
Outline of the Day
2-hour session

Introductions
Overview of the Topic
• Norms
• Overview of PBIS and Student Voice
• Student Contract
• Complete Survey
Activity - Create Goals
Plan for Action: Present goals to Principal and PBIS Team
Wrap Up
## Future Endeavors

| Middle | • Find our what works/does not work  
|        | • Revise process for middle schools  
|        | Finalize Standard scope and sequence to use  
|        | Continue to Expand Osceola County  
|        | • District Superintendent requested on 10/13/22 to add 2 more high schools  
|        | • Expand to other middle schools  
|        | Expand to another district  

Questions
Please Complete this Session’s Evaluation

10/27/22

1J – Data Driven Recommendations Suggested by Students

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!
Contact Information

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