



4D - One-Minute Chats: Student Insight Into Climate Data

Presenters:

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- **Topic:** School-Wide
- **Keywords:** Youth Voice, Climate, Evaluation



Learning Objectives

1

Participants will be able to identify a process for collecting feedback from students around climate survey data.

2

Participants will be able to identify a process for identifying working with students to obtain peer feedback.

3

Participants will be able to identify a process that can be used to analyze data collected and determine next steps.

Monroe County School District

Information about the district

- Florida Keys- About 113 miles from Key Largo to Key West (Southernmost point)
- Demographics: Total of 8,610 students. 40% Hispanic, 40% White, 15% Black/African American, 3% Multicultural, 1.5% Asian.
- Ten Public Schools in Three Regions:
 - **Upper Keys**: Key Largo School (Pre-K-8th), Plantation Key School (Pre-K-8th) , Coral Shores High School (9th-12th)
 - **Middle Keys**: Stanley Switlik Elementary (Pre-K-5th) Marathon Middle High School (6th-12th)
 - **Lower Keys**: Sugarloaf School (Pre-K-8th), Gerald Adams Elementary (Pre-K-5th), Poinciana Elementary (Pre-K-5th), Horace O'Bryant (Pre-K-8th) and Key West High School (9th-12th)



District Action Planning and Problem-Solving Team (DAPPS)

Coordinator of
Student Support

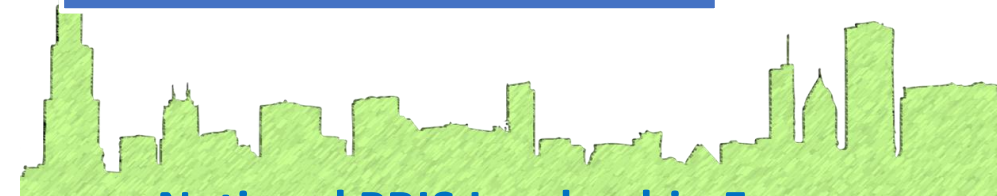
Executive Director of
Student Services

Coordinator of Adult
Education &
Alternative Education

FL PBIS
Representatives & FL
RTI Project
Representative

PBIS District
Coordinator/Behavior
Specialist

Literacy Coordinator
& ESE Coordinator



DAPPS Vision

District Vision:

- Create a district-wide culture of positivity.

DAPPS Vision:

- Analyze school and district data at each meeting and create actionable steps that are implemented and followed-up on.
- Provide useful deliverables and tools to all schools that align with a system of student support.
- Provide actionable feedback to schools to specific unique concerns.



Principal Student Support Activity Documentation

Spreadsheet where each school documents the activities their school is doing in the areas of:

AVID	Student Wellness activities
PBIS	School-wide Data days
Monthly Behavior Assemblies	Student Career Planning
Tutoring	Staff Recognition
Parent Engagement Activities	Student Recognition



DAPPS Findings and Action Plan Google Forms

- ☐ Area of Challenge/Area of Acknowledgement
- ☐ Hypothesis Statement
- ☐ Root Cause - Why do we think the problem/strength is occurring?
- ☐ Suggested Action Steps



Data: Climate, Behavior, and Literacy



Climate:

- *****Panorama Survey given twice a year (September & February)**
 - Teacher Student Relationships
 - School Climate
 - Sense of Belonging
 - Student Engagement
- Student created surveys at each high school
- MAGS- Monroe Association of Governing Students

Literacy:

- FAST/STAR Data Analysis

Behavior:

- Office Discipline Referrals- Disproportionality and comparison to previous school year.

**Panorama
Survey results
sparked the
idea for
1-minute chats**



Monroe Association of Governing Students

High School
Student
(4 from each
high school)

Monthly Meeting

Leading to
school and
district wide
changes.



Panorama Fall Data that led to Student 1-Minute chats?

	Grades 6-12			
	SB	SC	SE	STR
K-8 (S1)	38	36	28	42
K-8 (S2)	42	42	27	47
K-8 (S3)	54	51	36	53
K-8 (S4)	39	40	28	46
9-12 (S1)	41	45	27	44
9-12 (S2)	38	38	29	41
6-12 (S3)	46	44	32	48

SB: School Belonging

SC: School Climate

SE: School Engagement

STR: Student-Teacher Relationships

Strength

Average

Area for growth

Area for significant growth

Student 1-Minute Chat

Google Form

Question were developed as a follow up to Panorama survey.

Students walked around campus with iPads and asked students to complete the surveys.

Google Form Questions

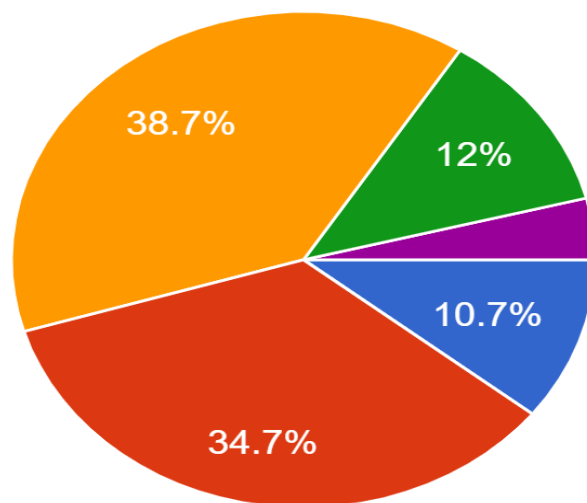
- ☐ How academically rigorous are your classes?
- ☐ How unified is your student body?
- ☐ Do you feel like you have a voice within your class?
- ☐ Are your classes interactive and engaging?
- ☐ What sports/clubs should the school add?
- ☐ What is your opinion on your schools' dress code?
- ☐ What do you think the teachers at your school could do to better improve teaching and the school environment?
- ☐ What could your school do to improve students' mental health?



Results of Student 1-Minute Chat (150 responses)

How academically rigorous are your classes?

150 responses

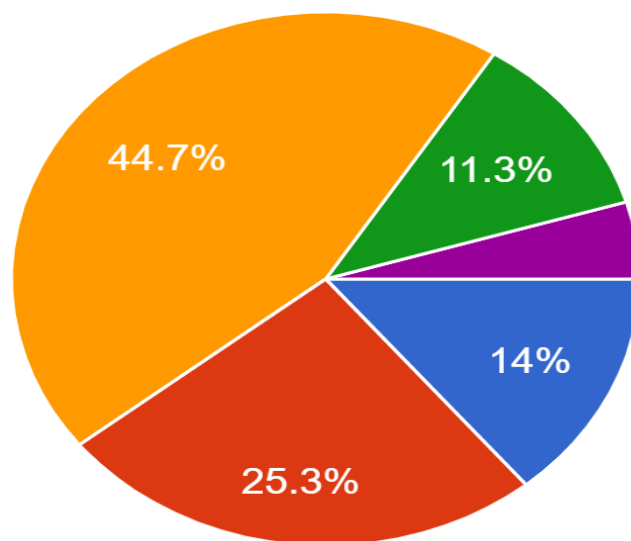


- Classes are highly challenging and push me to my limits
- The classes are demanding and require significant effort
- The classes challenge me, but I can keep up
- The classes are manageable with some effort
- The classes are easy and require minimal effort

Results of Student 1-Minute Chat (150 responses)

How unified is your student body?

150 responses

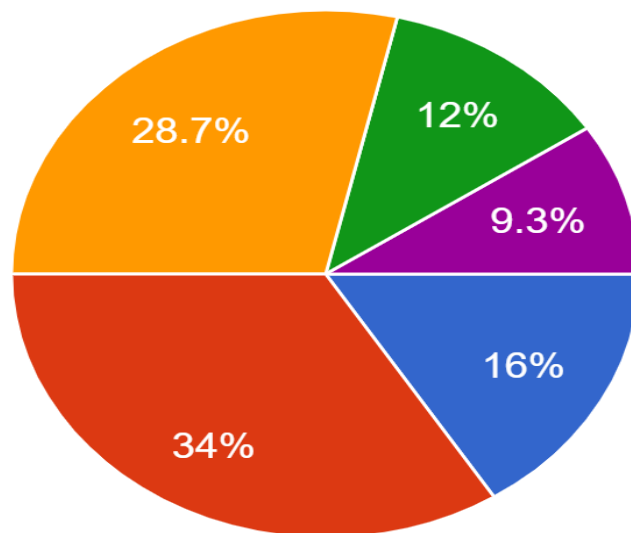


- The student body is very unified
- The student body is mostly unified, with few divisions
- The student body is somewhat unified, but divisions are noticeable
- There are significant divisions within the student body
- The student body is very divided

Results of Student 1-Minute Chat (150 responses)

Do you feel like you have a voice within your class?

150 responses

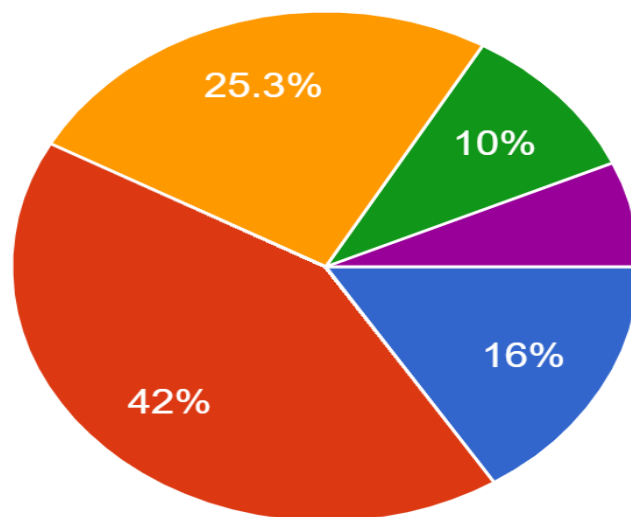


- I feel like I have a voice and my contributions are appreciated
- I often feel like my voice is heard and valued
- I occasionally feel like I have a voice
- I rarely feel like my opinions and ideas are heard
- I never feel like I have a voice

Results of Student 1-Minute Chat (150 responses)

Are your classes interactive and engaging?

150 responses



- The classes are consistently active and engaging
- The classes are frequently active and engaging
- The classes are occasionally active and engaging
- The classes are seldom active and engaging
- The classes are passive and unengaging

Results of Student 1-Minute Chat

- Themes
- Sports Clubs - Pickleball, boys volleyball, swimming
- Dress Code - mixed reviews, want spaghetti straps, biased towards females
- What can teachers do to improve teaching and school environment - interactive lessons, group work, be nice, be understanding, listen to students more, build relationships with students, more time to get work done
- What can school do to improve student mental health - check up on us, get to know us for who we are, give more time to get work done, have a fun/free day



DAPPS Follow up to Fall Student Chats

DAPPS representatives presented results with schools at leadership meetings and/or staff meetings.

Social Workers provided targeted interventions based on student needs (Panorama survey) and small group interventions based on Student chat results.

MAGS were asked to develop “A day in the Life” presentation at each high school to present at School Board Meetings.



A Day in the Life of a Student

DAY IN THE LIFE OF A CSHS STUDENT



Panorama Winter Data that led to next Student 1-Minute chats?

	Grades 6-12			
	SB	SC	SE	STR
K-8 (S1)	32 (-6)	29 (-7)	23 (-5)	36 (-6)
K-8 (S2)	52 (+10)	48 (+6)	28 (+1)	56 (+11)
K-8 (S3)	57 (+3)	55 (+4)	35 (-1)	54 (+1)
K-8 (S4)	41 (+2)	35 (-5)	24 (-4)	42 (-4)
9-12 (S1)	39 (-2)	41 (-4)	26 (-1)	42 (-2)
9-12 (S2)	37 (-1)	39 (+1)	28 (-1)	42 (+1)
6-12 (S3)	47 (+1)	44 (0)	31 (-1)	49 (+1)

SB: School Belonging

SC: School Climate

SE: School Engagement

STR: Student-Teacher Relationships

Strength

Average

Area for growth

Area for significant growth

Google Form Questions

- ☐ On the student survey just completed, only 35% of students feel that teachers would be concerned if a student came into class upset. Why do you think students answered that way and what suggestions do you have for improvement?
- ☐ On the student survey just completed, only 38% of students feel that the school rules are fair? What rules do you feel are not fair and what changes would you suggest to make them more fair?
- ☐ On the most recent student survey completed, only 32% of students feel that students follow the rules. What rules do students have the most difficulty following?



Google Form Questions



- ☐ What suggestions do you have to help students better follow the rules?
- ☐ On the most recent survey completed, only 33% of students feel that students show respect to one another. In what ways do students show disrespect to one another?
- ☐ What suggestions do you have to help improve the amount of respect students show one another?
- ☐ What suggestions do you have for teachers to help increase the amount of excitement that students have to go to and participate in classes?



Results of Student 1-Minute Chat

On the student survey just completed, only 35% of students feel that teachers would be concerned if a student came into class upset. Why do you think students answered that way and what suggestions do you have for improvement?

Maybe some of the teachers don't understand what to do in a case like that, ultimately, they probably don't have clear communication with their students. Maybe having a day where we have a circle and just talk and give advice to each other, maybe that can help someone that's going through a hard time.

Students might come from environments where expressing emotions, especially vulnerability, is stigmatized. They may feel uncomfortable or unsure about whether their teachers would be sympathetic, particularly if the culture in the school prioritizes academic achievement over emotional well-being.

I feel that the opposite, if I came into class upset I feel my teachers would recognize and care. Possibly students feel this way because the teacher has not built a relationship with the class or said individual.

I think that students answered that way in because some teachers are sometimes too busy teaching to worry how upset students may be.

Results of Student 1-Minute Chat

On the student survey just completed, only 38% of students feel that the school rules are fair? What rules do you feel are not fair and what changes would you suggest to make them more fair?

No phones in unfair because sometimes I need to call my mom or my dad. NO BATHROOM PASSES!!! This is especially important for girls. And class time change is only 3 minutes which is not enough time to go from one side of the school or the other.

If students were not involved in the process of creating or revising school rules, they may feel that those rules don't reflect their perspectives or needs. Rules that are imposed without student consultation can feel arbitrary or disconnected from students' daily experiences.

Some rolls like phone policy make people upset and this makes them feel that the rules aren't fair. Although of this is not the schools fault it's the states rules.

I don't believe any rules are particularly unfair.

Results of Student 1-Minute Chat

On the most recent student survey completed, only 32% of students feel that students follow the rules. What rules do students have the most difficulty following?

Dress code, phones, honor code, and being respectful

Rules around technology use (like restrictions on phones or personal devices) might be reconsidered to reflect the way students use technology for both learning and personal communication. Schools could introduce more flexible policies that allow phones or laptops for educational purposes while maintaining a focus on minimizing distractions.

No talking all class (some classes) honestly, i only come to school to socialize and taking that away is the reason i dont want to go.

Most students like to play around, and break rules because class is very boring, if we made the classes more entertaining i feel that we could make it so less rules are broken.

Results of Student 1-Minute Chat



Results of Student 1-Minute Chat

On the most recent survey completed, only 33% of students feel that students show respect to one another. In what ways do students show disrespect to one another?

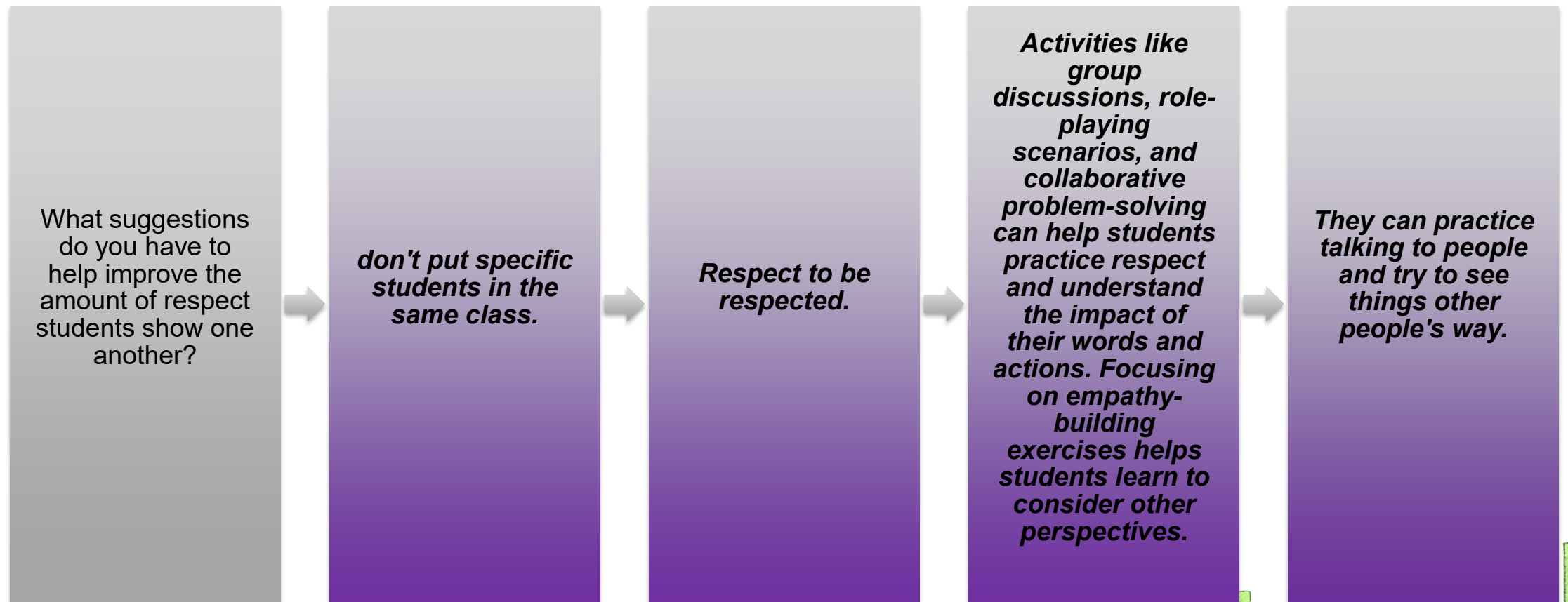
It's funny to make fun of your friends and that can come off as disrespectful

Insults, name-calling, spreading rumors, and mocking others are forms of verbal disrespect that can create a toxic atmosphere. This often happens in person or online, but it can be equally harmful.

In my case, body shaming, but i see people get made fun of for their names, Bodys, Music taste, Pronunciation, spelling, clothes, almost everything but its mostly in good spirit, just jokes

Names, rumors, insults, not respecting personal space etc.

Results of Student 1-Minute Chat



Results of Student 1-Minute Chat

What suggestions do you have for teachers to help increase the amount of excitement that students have to go to and participate in classes?

Doing more interactive things instead of textbook stuff. Some teachers just have us sit in silence.

Fun projects, students love teamwork activity and teamwork learning since they can teach each other.

Plan more exciting lessons and not be same thing repeating for the past 5 years, it eventually gets boring

Show students how the material connects to their interests, future careers, or everyday life. When students see the practical application of what they're learning, it can make the subject feel more meaningful.

Panorama Fall Data that led to Teacher 1-Minute chats?

	SL	SC	FC
S1	37	41	34
S2	82	80	60
S3	36	46	33
S4	88	76	74
S5	51	48	48
S6	66	60	53
S7	60	61	55
S8	76	77	63
S9	61	73	58
S10	72	69	66

SL: School Leadership

SC: School Climate

FC: Feedback and Coaching

At or Above District Average

Below District Average

Well Below District Average

Teacher 1-Minute Chat (Fall)

Google Form

Questions were developed as a follow up to Panorama survey.

DAPPS members visited their assigned schools and collected data from teachers.

Results of Teacher 1-Minute Chats (Fall)

On the last Panorama teacher survey completed, only 53% of teachers and staff feel that their colleagues have an overall positive attitude. Why do you think it is so low? What can be done to improve it?

We just want to teach.

Some teachers feel overwhelmed with demands and keeping up with the needs of their students.

Not enough time in the day to keep up with demands expected of us.

Results of Teacher 1-Minute Chats (Fall)

According to the last Panorama teacher survey, on average, only 54% of staff/teachers reported a favorable response to having supportive relationships with colleagues. Why do you think it is so low? What can be done to improve it?

More planning time and time to collaborate with others.

It goes back to time and demands. No time for collaborative learning situations. Consider providing coverage for teachers to be able to view other teachers.

We need more time during the day to collaborate, remove extra initiatives. Teach the standards. Give the teacher choice for materials. Early out Wednesdays.

Results of Teacher 1-Minute Chats (Fall)

On the last Panorama teacher survey, only 57% of staff/teachers feel that students are enthusiastic about being at school. What do you think it is so low? What can be done to improve it?

Lack of engagement, the class and instruction needs to be engaging

Relationship building with teachers for students. Kids need to play more. New opportunity to connect and play.

Too much testing, too much teaching to the test. Kids are stressed out. Not enough play time, not enough recess.



Results of Teacher 1-Minute Chats (Fall)

In your opinion, what leads to or helps create a positive working environment? Is what you just described in place at your school? What suggestions do you have to improve the working environment at your school?

Monthly staff events, lunch, coffee carts, community partnerships. These things are happening at the school.

Fun activities happening at school with participation and no micromanaging.

Positive admin, want admin to be present and visible and visit as long as it isn't to catch you doing something wrong, it is to be supportive.

Panorama Winter Data that led to Teacher 1-Minute chats?

	SL	SC	FC
S1	48 (+11)	51 (+10)	43 (+9)
S2	79 (+3)	79 (-1)	67 (+7)
S3	43 (+7)	45 (-1)	41 (+8)
S4	89 (+1)	80(+4)	76 (+2)
S5	43 (-8)	43 (-5)	37 (-11)
S6	66 (0)	54 (-6)	42 (-11)
S7	61 (+1)	60 (-1)	59 (+4)
S8	68 (-8)	71 (-6)	69 (+6)
S9	72 (+11)	73 (0)	65 (+7)
S10	65 (-7)	62 (-7)	44 (-22)

SL: School Leadership

SC: School Climate

FC: Feedback and Coaching

At or Above District Average

Below District Average

Well Below District Average

Results of Teacher 1-Minute Chats (Winter)

On the Panorama survey taken last month, teachers at some schools indicated that there is low input from teachers when important school-based decisions are made. What types of decisions would you like to provide input?

If the decision will impact a teacher's livelihood and mental well being, we should be incorporated within that decision by designation of a group leader per grade to deliver that vote or decision.

All instructional decisions should involve the teachers, since we are the ones in the classroom. Everyone else is supporting our frontline efforts!

Decisions that directly affect our classroom situations, curriculum, professional development, and classroom needs.

Results of Teacher 1-Minute Chats (Winter)

On the Panorama survey taken last month, only 59% of teachers found the feedback on their teaching useful. What suggestion do you have to improve this?

Specific praise or feedback would be useful.

Admin having a better understanding of what teachers are dealing with on a daily basis and more support.

I always love a note and feed back. I think is so important to leave a note that also says good job! we need positive praise too.

Results of Teacher 1-Minute Chats (Winter)

On the Panorama survey taken last month, only 50% of teachers reported that their colleagues' attitudes were quite or extremely positive. What suggestions do you have to improve this?

I feel all of my colleagues are positive, but sometimes we need to vent when feeling overwhelmed. I appreciate my colleagues' sense of humor, we need that.

Teachers' professional inputs, opinions and suggestions are not always valued, therefore, making attitudes not as positive as they should be.

Some people just like to complain, but for those who can become more positive, I think just feeling more supported with behaviors. Positive feedback from walkthroughs. I think student behaviors would also improve with more visibility from admin in classes.

Outcomes of 1-minute chats



DAPPS gave targeted recommendations at each school based on the Student and Teacher 1-minute chats



Increase in engaging and small group lessons



Conducted in-depth interviews with schools that received the highest ratings from staff and students to gain insight on best practices.



Increase in Staff/Teacher PBIS incentives to build school culture

Please Complete this Session's Evaluation

10/23

4D – One-Minute Chats: Student Insight Into Climate Data

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National PBIS Leadership Forum

Questions?



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