


Starting Maintaining and Sustaining at the High School: What Do You Need?

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Land Acknowledgement

A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.




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WHOSE LAND ARE WE ON?


We acknowledge that the unceded territory of Florida was home to a dozen tribal nations. Now there are 2 that are Federally recognized.

We acknowledge and honor the original inhabitants of our various regions. The land that surrounds us is part of who we are presently, and it reflects our histories.

Jacksonville, Florida

- Seminole
- Timucua (tee mu qua)
- Miccosukee (me co sukee)

- Text to find out (907) 312-5085



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Starting: What Do You Need to Understand?

It is a FRAMEWORK

Context Matters



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Seven horizontal lines for notes.

ARE ANY OF THESE IMPORTANT TO YOU?

- Have a voice in what is valued at work
- Clear expectations of you and your work
- Understanding what those expectations look like in different settings
- Paid for your work and sometimes a "thanks for taking care of xxx"
- There should be a way that your boss encourages you
- There should be a way that your boss addresses challenges
- There should be equity and a sense of belonging at work
- Work in an organization where data is a piece of the puzzle



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Seven horizontal lines for notes.

IT'S A FRAMEWORK



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Seven horizontal lines for notes.

What is a Framework?

"...is a system of rules that are used to govern a process or decision.

They help ensure that the output of decisions or processes is consistent, of a high standard, and aligned with an organization's principles, values, and goals."



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THERE ARE EXAMPLES

- There are numerous examples of high schools have successfully implemented SWPBIS and have seen positive outcomes (FLPBIS, 2021; Swain-Bradway, Freeman, Kittelman, & Nese, 2018).



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When implemented with fidelity, high school PBIS is associated with reductions in...


- office discipline referrals
- frequency of tardy behavior
- in- and out-of-school suspensions



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When implemented with fidelity, associated with an increase in...

- in attendance
- improved student perceptions of school climate
- improved student perceptions of school safety



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OUTCOMES ASSOCIATED WITH IMPLEMENTATION



Improved Student Outcomes
 academic performance
 social-emotional competence
 social & academic outcomes for SWD
 reduced bullying behaviors
 decreased rates of student-reported drug/alcohol abuse

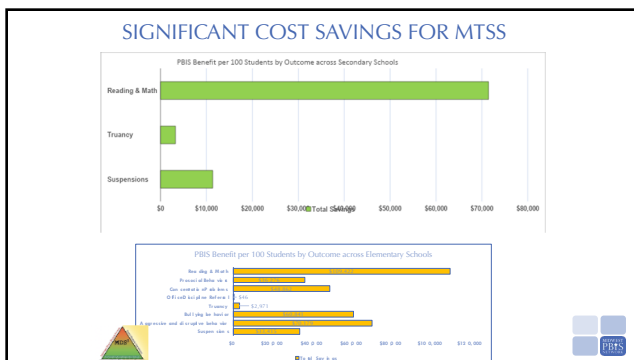
Reduced Exclusionary Discipline
 office discipline referrals
 suspensions
 restraint and seclusion

Improved Teacher Outcomes
 perception of teacher efficacy
 school organizational health and school climate
 perception of school safety

School-Wide Positive Behavior Interventions and Supports
 (George, H. 2018)



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PARTICULARLY IMPORTANT IN HIGH SCHOOLS

- ...because they are conceptually and descriptively related to reducing dropout risk.^{[1][2][3]}



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IS THERE ONE OF THESE...

- DATA to make decisions
- Evidence based PRACTICES to support youth
- Systems in place so adults can do their jobs



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IT IS TRUE

- Implementation of School-wide PBIS is currently being implemented in more elementary schools than high schools (FLPBIS, 2021; Vermont PBIS 2021).



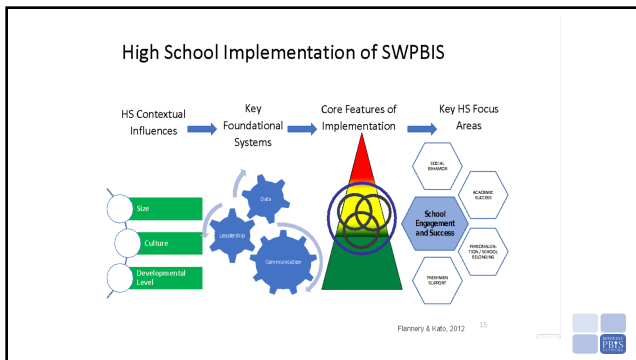
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Large number of students Large building- campus
 Multiple administrators - team Large number of faculty/staff

Size

Departments/Divisions Multiple resources - people
 Multiple resources – course options
 Multiple resources – student supports

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Language/Communication

Pedagogical approach – teach content

Culture

There is some place else

Philosophy about Discipline

Focus on “public” & high stakes outcomes

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Impulses vs planning Social – Peer influence
 Judgment/risk taking

Role in decision making Operate from emotions/anger

Developmental Level

Digital natives Need for autonomy

EWS – Freshmen/Sophomore success
 predictor of high school completion

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FOCUS ON WHAT MATTERS

- Attendance
- Behavior
- Course Performance
- Climate

TO YOUTH
 TO FAMILIES
 TO TEACHERS
 TO COMMUNITY MEMBERS

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Do you have time to throw Jello?



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Maintaining: What do you need?

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Recognize Potential Roadblocks

- **Challenges implementing what team learned in training**
- Academic curriculum the primary focus
- Philosophy about acknowledgements

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Challenges implementing what team learned in training:

TFI Sub-Scale: Team	
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures
TFI Sub-Scale: Implementation	
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale: Evaluation	
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation



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1.11 Student/Family/ Community Involvement:

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

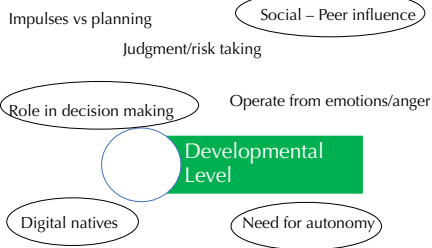
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Student/Family/Community Involvement: Voice & Agency

- Family and Community Engagement includes providing opportunities to be heard, voice opinions and exercise leadership within the school system
 - What are ways your school provides opportunities for voices to be heard?
- Students and families should “see” themselves represented throughout the school
- How do you ensure underrepresented students and families are included in conversations about the school system

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EWS – Freshmen/Sophomore success predictor of high school completion

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Responding to the data:

What do you notice?	What are you most proud of?	What most concerns you?	What disconnects do you see: teacher & student perception?

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STUDENTS AND DATA

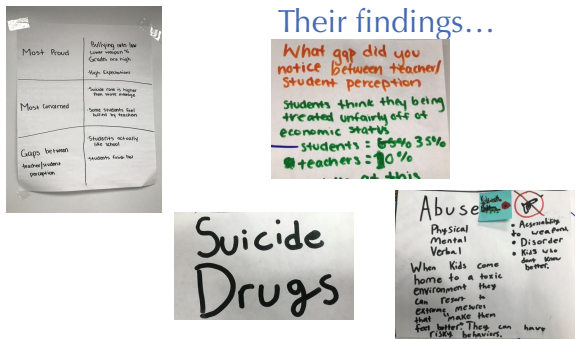


Attribution: Roanoke County Public Schools



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Their findings...



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Ask the students...

One of the biggest problems in Middle School is Mental health

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QUEENSLAND, AUSTRALIA
LOOKING AT THE DATA:

START 'LARGE'
STATE LEVEL DATA FIRST




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Engaging families

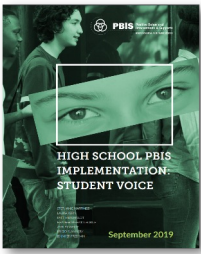
- Share your updated teaching matrix or, share your schoolwide expectations and teaching matrix and request feedback
- Provide "tips" on how to create a family matrix that reflects (Safe, Responsible, Respect)
- Provide a template for families to use
- Encourage sharing
 - PTA Facebook page
 - Weekly announcements
 - Through faith-based community
 - Public radio
 - Youth centers
 - Athletic events where families attend
- Tutorials/instructional supports for families (IEP participation)
- East Mesa Juvenile Detention Center

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1.11 Student/Family/
Community
Involvement:
Students Helping to
Engage Diverse
Families

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<https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>

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1.10 Faculty Engagement

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

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Engaging Faculty

- Share data
- Invite faculty to team meetings
- Engage others in tasks to support implementation team

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Community


- Oakland High School example
- Expectations posted in retail/restaurants
- High school-high school collaboration

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Plan for Educational Partner Feedback

Universal Foundations Education Partners	Expectations and Rules (Teaching Matrices)	Initial and on-going instruction of expectations	Acknowledgment System	Discipline (problem behavior definitions, policies, procedures)	Data Review
Students					
Families					
Community					
Faculty					

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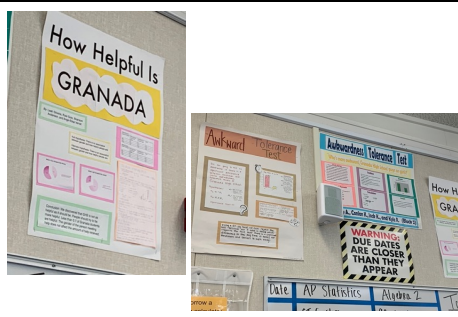
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1.4 Teaching Expectations

Active and explicit teaching of school-wide expectations across campus clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

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Embed in the Curriculum



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Embed in the Curriculum

- Leadership Class
 - The focus is improving school climate
 - Students earn a graduation credit (coded in leadership)
 - Organizational structure for creating student-teacher connections
 - Students tasked with outreach to engage otherwise disconnected students
 - The Great Homecoming Week Challenge
- PBIS Student Team contribution
 - Equity
 - Helps navigate difficult terrain

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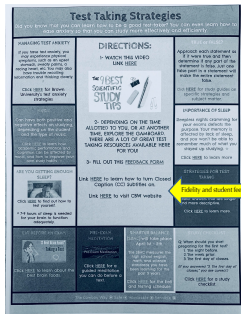
Embed in the Curriculum



https://drive.google.com/file/d/19vnlto3anfOb-21sleOek8kuXD16_1k/view

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Embed into the Curriculum



Salinas High School

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Embed in the Curriculum

Past and Future Lesson Calendar

Date	Lesson	Unit	Objectives	Notes - Review and Enrich
March 6 1st period	Exponents	Unit 1	1.1-1.3	Classroom the lesson
March 14 1st period	Exponents	Unit 1	1.1-1.3	
March 20 1st period	Exponents	Unit 1	1.1-1.3	
March 27 1st period	Exponents	Unit 1	1.1-1.3	
March 30 1st period	Exponents	Unit 1	1.1-1.3	
April 6 1st period	Exponents	Unit 1	1.1-1.3	
April 13 1st period	Exponents	Unit 1	1.1-1.3	
April 20 1st period	Exponents	Unit 1	1.1-1.3	
April 27 1st period	Exponents	Unit 1	1.1-1.3	
May 4 1st period	Exponents	Unit 1	1.1-1.3	
May 11 1st period	Exponents	Unit 1	1.1-1.3	
May 18 1st period	Exponents	Unit 1	1.1-1.3	
May 25 1st period	Exponents	Unit 1	1.1-1.3	
June 1 1st period	Exponents	Unit 1	1.1-1.3	
June 8 1st period	Exponents	Unit 1	1.1-1.3	
June 15 1st period	Exponents	Unit 1	1.1-1.3	
June 22 1st period	Exponents	Unit 1	1.1-1.3	
June 29 1st period	Exponents	Unit 1	1.1-1.3	
July 6 1st period	Exponents	Unit 1	1.1-1.3	
July 13 1st period	Exponents	Unit 1	1.1-1.3	
July 20 1st period	Exponents	Unit 1	1.1-1.3	
July 27 1st period	Exponents	Unit 1	1.1-1.3	
August 3 1st period	Exponents	Unit 1	1.1-1.3	
August 10 1st period	Exponents	Unit 1	1.1-1.3	
August 17 1st period	Exponents	Unit 1	1.1-1.3	
August 24 1st period	Exponents	Unit 1	1.1-1.3	
August 31 1st period	Exponents	Unit 1	1.1-1.3	
September 7 1st period	Exponents	Unit 1	1.1-1.3	
September 14 1st period	Exponents	Unit 1	1.1-1.3	
September 21 1st period	Exponents	Unit 1	1.1-1.3	
September 28 1st period	Exponents	Unit 1	1.1-1.3	
October 5 1st period	Exponents	Unit 1	1.1-1.3	
October 12 1st period	Exponents	Unit 1	1.1-1.3	
October 19 1st period	Exponents	Unit 1	1.1-1.3	
October 26 1st period	Exponents	Unit 1	1.1-1.3	
November 2 1st period	Exponents	Unit 1	1.1-1.3	
November 9 1st period	Exponents	Unit 1	1.1-1.3	
November 16 1st period	Exponents	Unit 1	1.1-1.3	
November 23 1st period	Exponents	Unit 1	1.1-1.3	
November 30 1st period	Exponents	Unit 1	1.1-1.3	
December 7 1st period	Exponents	Unit 1	1.1-1.3	
December 14 1st period	Exponents	Unit 1	1.1-1.3	
December 21 1st period	Exponents	Unit 1	1.1-1.3	
December 28 1st period	Exponents	Unit 1	1.1-1.3	
January 4 1st period	Exponents	Unit 1	1.1-1.3	
January 11 1st period	Exponents	Unit 1	1.1-1.3	
January 18 1st period	Exponents	Unit 1	1.1-1.3	
January 25 1st period	Exponents	Unit 1	1.1-1.3	
February 1 1st period	Exponents	Unit 1	1.1-1.3	
February 8 1st period	Exponents	Unit 1	1.1-1.3	
February 15 1st period	Exponents	Unit 1	1.1-1.3	
February 22 1st period	Exponents	Unit 1	1.1-1.3	
February 29 1st period	Exponents	Unit 1	1.1-1.3	

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Embed in the Curriculum

MINDFULNESS

Instructions: In the basic mindfulness activity to be used present, discuss of what are and what are being done, and not overly reactive or overwhelmed by what is going on around us.

Directions

1. Watch this video
2. If you have time, do this a few times.
3. Try to do this at least 5 times a day.
4. Try to do this at least 5 times a week.
5. Try to do this at least 5 times a month.
6. Try to do this at least 5 times a year.

Resources

- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness

Activities

- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness
- Click here for a video about mindfulness

- 3 Tiers of Support for Staff**
- MH provider modeled first
 - Coached teachers
 - Offered alternatives

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SELF-CARE CHALLENGE

Salinas Union High School District

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TFI 1.4 Teaching Expectations



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