WSCC TEAM

USING DATA

> Training Script

Using Data to Create a Whole School, Whole Community, Whole Child (WSCC) Improvement Plan

Objectives:

1. Identify data sources for academic achievement and health

2. State how schools have used data to improve health and academics

3. Recognize the steps needed to develop a WSCC plan for improvement

4. Name the essential elements of a plan

Training Materials:

Handout Packet

Handout #1: Key Points and Notes

Handout #2: Sample Sources of Health and Wellness-Related Data

Handout #3: Building Your Plan: Key Elements of a WSCC Plan

Handout #4: WSCC Improvement Plan Example

Handout #5: WSCC Improvement Plan Template

Handout #6: Additional Resources

Slide #	Time	Trainer Script and Directions	Resources Needed
1	1 minute	**WELCOME** STATE: Good morning. I'm _____ and welcome to the Using Data to Create a WSCC Improvement Plan module. *NOTE: If time permits, participants may introduce themselves if they don't know each other. Their introduction may include their name, position, and school/district/organization.*	
2	1 minute	**AGENDA** STATE: Our focus today is on developing a WSCC Improvement Plan using data. We will: • consider changes we can make that will impact both health and learning • review existing and potentially new academic and health data sources and tools • discuss the process for creating a plan and the elements to be included • practice completing elements of a plan	
3	1 minute	**OBJECTIVES** STATE: You'll be able to use the information and tools presented right away. By the end of this module, you'll be able to: 1. Identify data sources for academic achievement and health 2. State how schools have used data to improve health and academics 3. Recognize the steps needed to develop a WSCC Improvement Plan 4. Name the essential elements of a plan	

4	1 minute	**MATERIALS**
		
		STATE: Let's review the handout packet you were given. You have several handouts that we will use during the training and that you can use as reference for your work later on.
		
		The Handout Packet includes:
		    #1: Key Points and Notes
		    #2: Sample Sources of Health and Wellness-Related Data
		    #3: Building Your Plan: Key Elements of a WSCC Improvement Plan
		    #4: WSCC Improvement Plan Example
		    #5: WSCC Improvement Plan Template
		    #6: Additional Resources
			Handout Packet
			#1: Key Points and Notes
			#2: Sample Sources of Health and Wellness-Related Data
			#3: Building Your Plan: Key Elements of a WSCC Improvement Plan
			#4: WSCC Improvement Plan Example
			#5: WSCC Improvement Plan Template
			#6: Additional Resources

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5	3 minutes	**WARM-UP ACTIVITY** STATE: Turn to Handout #1. Think about a change that impacted both health and learning in a school setting. What was it? How were health and learning affected? *DO: Give the participants 2 minutes to write down their answer. Depending on the size of the group, allow participants to share their answers as a Think, Pair, Share activity or as a large group.* *DO: Ask for a couple of volunteers to share their changes.* *NOTE: If participants cannot come up with an example, tell them they will hear about a couple of actual school examples in today's training.*	Handout #1: Key Points and Notes
6	3 minutes	**WSCC IMPROVEMENT PLAN:** STATE: Creating a WSCC Improvement Plan focuses on both health and learning and should include as many of the 10 components as possible. Let's quickly review the components by looking at the teal or blue-colored areas of the model. You also have a picture of the model on Handout #1 that you can refer to. Take a few minutes to read the 10 components since we will be referring to them later today.	Handout #1: Key Points and Notes
7	5 minutes	**DATA SOURCES:** In addition to the 10 components, data is an important part of a WSCC Improvement Plan. Data should be used to determine the need and focus of the plan and should also be used to measure the impact of the plan after it has been implemented. Schools traditionally track academic achievement data, but health data is important, too, considering the link between health and academics. ASK: What are sources of academic achievement data? *Accept a few response (grades, high-stakes tests, discipline, attendance, growth, etc.)* ASK: What are sources of school health data? Accept a few responses *(clinic data, free and reduced lunch rates, fitness levels, Youth Risk Behavior Survey, School Health Index, etc.)* STATE: Turn to Handout #2: Sample Sources of Health and Wellness-Related Data. Here is list of school health data sources compiled by the National Association of Chronic Disease Directors. This is a great reference document. You can also learn more about some of these tools and resources from the Assessing School Needs Training Module found on the SOPHE website. Please take a few minutes to review this list.	Handout #2: Sample Sources of Health and Wellness-Related Data

Slide #	Time	Trainer Script and Directions	Resources Needed
		ASK: Have any of you used any of these tools? If so, what tool did you use and how did you use the data? *DO: Ask for a couple of volunteers to share their experiences and the data that was used. Thank participants for sharing.*	
8	4 minutes	STATE: To create your WSCC Improvement Plan, consider the following seven steps. These steps can be found at the bottom of Handout #1 and are common to most action planning processes. 1. Collect and analyze data from multiple sources 2. Use the data to identify gaps, needs, issues 3. Problem solve to determine root causes 4. Research effective practices 5. Create a plan—including goals, objectives, steps, persons responsible, deadlines, evaluation 6. Take action—implement and monitor the plan 7. Reflect and celebrate—evaluate impact on health and learning and celebrate the team's work	Handout #1: Key Points and Notes
9	12 minutes	**ELEMENTARY SCHOOL EXAMPLE** Let's take a look at a school in Colorado whose health team used data and many of the WSCC Improvement Plan steps on Handout #1 to guide their work. As you watch the video, consider these steps we just reviewed on Handout #1 and take note of what this school did. *DO: Play the video.* *Show video (*https://vimeo.com/273573245*) and process responses to the questions.* STATE: Let's consider how the school in the example used the WSCC Improvement Plan steps. *DO: Pose each question below to the group and wait for responses. Possible responses are included following each question.* 1. What were the data sources they used and whom did they collect data from? *(SMART scores from students, staff, and parents; student interviews)* 2. What gaps, needs, issues, and root causes did they see? *(social–emotional wellness and health—need to focus on the whole child)* 3. What did they decide to do? *(focus on SEL—increase positive coping skills—counseling; treatment of each other, social contracts, resolving conflicts, communication, and relationships; increase heart rate during physical activity)* 4. Who was engaged in the plan? *(staff, students, administration)* 5. What results did they see? *(culture change; partnerships with the community)*	Fraser Valley Elementary School Success Story video and Handout #1: Key Points and Notes

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10	1 minute	**SECONDARY SCHOOL EXAMPLE** STATE: Let's look at another example that integrates health and learning and contains the actual data used. Use Handout #1 again to make notes. STATE: This example is from a secondary school in Georgia, offering an alternative to long-term suspension or expulsion for students who violate certain school rules. They examined their discipline data, looking at the number of infractions per month, and felt they needed to try to do something to address this issue since it was affecting learning in the classrooms.	Handout #1: Key Points and Notes
11		STATE: They looked at infractions by day of the week and noticed that more issues were occurring midweek to later in the week.	
12		STATE: They looked at infractions by grade and saw that eighth-graders followed by ninth-graders were having the most disciplinary infractions.	
13		STATE**:** And then they looked at the types of infractions and could see that a lot of the infractions seemed to be frustration oriented. *DO: Point out insubordination, disruption, and disrespect from the slide.* STATE: So here, the school collected and analyzed the data. They then went to the students and talked with them about what was causing their frustrations, and they asked the students when they were feeling the most frustrated.	
14	1 minute	STATE: At the same time, they were researching effective strategies and learned about a statewide initiative called Power Up for 30, supported by the Georgia Departments of Public Health and Education. This initiative was designed, to increase physical activity (PA) during the school day and used the Comprehensive School Physical Activity Program model (CSPAP) promoted by Centers for Disease Control and Prevention (CDC). School staff were provided training and resources for integrating an additional 30 minutes or more of PA before, during, and/or after school. STATE: The staff attended the training and created a plan to implement 30 minutes of physical activity during the day at times when the students said they were feeling most frustrated and needed a break. The staff felt the program was having an effect, but the real proof came when the staff reflected on the data.	

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15		STATE: The principal released the infraction count data to the staff the following year. While school enrollment was actually higher in the second year, there were reductions in the number of disciplinary infractions every month with a 79 percent reduction in disciplinary infractions in August. Plus, kids were participating in 30 minutes or more of daily physical activity in school.	
16	3 minutes	**PROCESSING** 1. What data sources did the school use and from whom did they get the data? *(student discipline data; student interviews)* 2. What gaps, needs, issues, and root causes did the school see? *(students were frustrated; they had no movement during the day)* 3. What did the school decide to do? (*integrate PA into the school day at times when the kids felt they needed a break*) 4. What results did the school see? *(a substantial decrease in monthly infractions)*	
17	5 minutes	**KEY ELEMENTS for DEVELOPING A WSCC PLAN FOR IMPROVEMENT** STATE: Hopefully these two examples demonstrate how you can use data to focus your plan on both health and learning. There are many different templates you can use to create your plan. Let's just touch on the essential elements of the plan. Turn to Handout #3: Building Your Plan: Key Elements of a WSCC Plan. Building your plan starts with your goal . . . what you want to achieve . . . your destination. Next you need to think about the relevant data that supports this goal. Think about the video we watched, the story we heard, and the data sources we discussed. Next you write your objectives. Your objectives outline and measure your progress toward the goal. It is recommended that your objectives be SMART. You have probably heard that term. It means that your objective is well written, understandable, and measurable. Specifically, SMART is an acronym for five elements. They include: (S)specific, (M)measurable, (A)achievable, (R) relevant, and (T)time-based goals. Let's quickly review these. CDC defines the terms as follows: • Specific: Who? (target population and persons doing the activity) and What? (action/activity) • Measurable: How much change is expected • Achievable: Can be realistically accomplished given current resources and constraints • Realistic: Addresses the scope of the health program and proposes reasonable programmatic steps • Time-phased: Provides a timeline indicating when the objective will be met	Handout #3: Building Your Plan: Key Elements of a WSCC Plan

Slide #	Time	Trainer Script and Directions	Resources Needed
		Each objective should include: **Success metrics** — how you will know you have accomplished your objective **Steps** — the specific tactics or actions you will take to achieve the objective **Step metrics** — how you will know each step or action has been completed, evidence of completion **Person(s) responsible** — the name of the person(s) responsible for achieving the step **Time frame** — due date	
18	5 minutes	**SMART OBJECTIVE** STATE: Let's look at Handout #4, the WSCC Improvement Plan Example. You will see that the goal is to improve health and behavior of students by increasing physical activity time and opportunities. The supporting or relevant data is listed. You can see that different kinds of surveys and data were used to determine the need and can also be used to evaluate the progress toward the goal. There is space for filling in the school year, the administrative leader, and team members. Below that is the action plan. Let's look at the sample objective in the action plan. Remember that the objective should be written in SMART format. "By May 30, 20___, Burke Elementary School staff will incorporate at least 45 minutes of daily physical activity into the school day as evidenced by: (1) All grade levels having specific written plans with scheduled time for PA that reflects at least 45 minutes of daily PA time. (2) 10 percent increase in number of students in the healthy fitness zone in aerobic capacity as measured by the FitnessGram® PACER or one-mile run. (3) Classroom behavior is improved as evidenced by discipline infraction data. ASK: What color represents *Specific*? (the who and what that is going to be done? ORANGE What color represents *Measurable*? (how we will know the objective has been met) RED What color represent *Achievable/Realistic*?—(steps to be taken, by whom, and when—demonstrating that the objective can be accomplished in the time frame). This information can be seen in BLACK in the action plan under steps, persons responsible, and deadlines. What color represents *Time-phased*—when the objective will be met? BLUE	Handout #4: WSCC Improvement Plan Example

Slide #	Time	Trainer Script and Directions	Resources Needed
19	2 minutes	**ANOTHER OBJECTIVE** STATE: Let's look at another example and determine if the objective is SMART or not. If the objective is SMART, march in place. If the objective is not, do arm circles. Teachers will integrate social and emotional learning activities in the classroom. ASK: What elements of a SMART objective are missing? (time frame, specific, measurable)	
20	2 minutes	**REVISED OBJECTIVE** Let's look at this revised objective. By December XX, all teachers at Burke Elementary will be trained by the LEA SEL Coordinator to implement the selected evidence-based social and emotional learning curriculum and will include SEL activities in weekly lesson plans. ASK: Is this SMART? STATE: Yes, it is. Point out the SMART elements you see. Do you have any other ideas for strengthening the objective?	
21	7 minutes	**CREATING YOUR PLAN** STATE: Now that you have your SMART objectives, the next step is to create the steps (tactics) you will take to achieve your objectives, determine how you will know you have completed the step, decide who will be responsible for the step, and decide when it should be completed. STATE: Looking back at Handout #4: WSCC Improvement Plan Example, what do you notice about this plan? *NOTE: Try to get them to some of these responses: (1) multiple WSCC components are used, (2) multiple people from the school are engaged, (3) there are clear measures for knowing if the work has been completed as well as deadlines.* ASK: Can you think of any other steps (tactics) you could add?	Handout #4: WSCC Improvement Plan Example

Slide #	Time	Trainer Script and Directions	Resources Needed
		NOTE: If a suggestion is made, have participants write in the step on the template and complete the rest of the chart. If participants do not come up with another step, suggest "Create signage throughout the school to promote physical activity" and have them complete the chart. STATE: It is important in creating your plan to engage as many people representing the WSCC 10 components as possible. This helps to build buy in among staff, families, and community and integrates health across the WSCC framework. You can see in the Steps/Tactics column that the 10 components are listed next to the step in green.	
22	1 minute	**WSCC IMPROVEMENT PLAN TEMPLATE** STATE: Handout #5: WSCC Improvement Plan Template is a blank template for your use. You can also access the Excel file for this template on the SOPHE School Health website in the Using Data module. The link to the website is shown here on the slide. https://www.sophe.org/focus-areas/school-health/	Handout #5: WSCC Improvement Plan Template
23	1 minute	**REVIEW** STATE: In this training, we explored developing a WSCC Improvement Plan using data. We: (1) Reviewed data sources for academic achievement and health (2) Explored how schools have used data to improve health and academics (3) Discussed the steps needed to develop a WSCC Improvement Plan and the essential elements of a plan	
24	1 minute	**CLOSING ACTIVITY** STATE: To help summarize today's session, please read these two final thoughts about data and planning. Which statement resonates more with you and why? READ: You can use data to prove or improve. STATE: Let's do both! Let's use data to prove that our work is having an impact and to improve health and learning for all students. READ: A goal without a plan is just a wish. STATE: Let's use our plans to make sure healthy changes are being made in all of our schools. STATE: There are additional resources listed on Handout 6 that you might want to check out. Thanks to each of you for your input and work today, and good luck in creating WSCC plans that improve school health and learning.	Handout #6: Additional Resources

Slide #	Time	Trainer Script and Directions	Resources Needed
25	1 minute	**THANK YOU** STATE: While some of the actions we discussed today will take time to plan and implement, the time and effort will certainly pay off for your team. STATE: Thank you for your participation in the training! My contact information appears on this last slide should you have any questions. Please complete the training evaluation. Thank you!	

TIME RECOMMENDATIONS:
It is not recommended that this module be shortened.

REFERENCES:

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Colorado Education Initiative. (2018). *2018 healthy school champion: Fraser Valley Elementary School [Video]. Vimeo. Retrieved from* https://vimeo.com/273573245

National Association of Chronic Disease Directors (NACCD). (2016). *A guide for incorporating health & wellness into school improvement plans* [PDF]. https://healthyschoolscampaign.org/wp-content/uploads/2017/07/NACDD_SIP_Guide_2016.pdf

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USING DATA
Society for Public Health Education (SOPHE) • https://www.sophe.org/focus-areas/school-health/