

# LEADING THE WAY

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## Joanna Brockwell

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- 24th year in education
  - 7th year in administration
- Mom to Caleb
- Go Birds!



## Jodi Grable

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- 24th year in education
  - 4th year as BI
- Mom to Kirsch
- Dog Mom



# OUTCOMES

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- Identify opportunities to integrate SW-PBS systems with Leader in Me practices
- Be able to use a Plan, Do, Study, Act (PDSA) cycle to follow an efficient data-driven process for intervention
- Consider multiple strategies for schoolwide and community focus

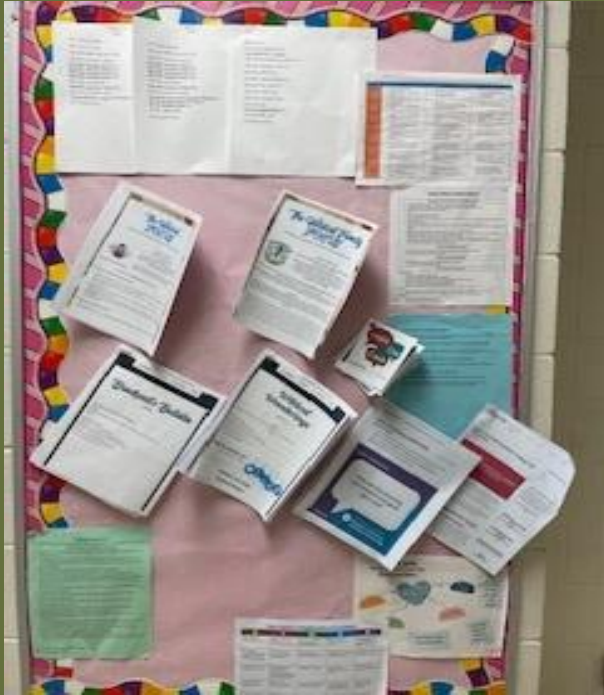
# Where We Came From....

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## SPRING 2022

- 144 3rd quarter incidents (307 overall)
- Assaults to school personnel
- Elopements
- Principal, Counselor, Learning Coach responding to walkie calls
- 0 classroom evaluations completed
- 1 paraprofessional supporting Focus Room
- No behavior intervention support

# PBIS Foundation



## Tier 1 Expectations

- Spreadsheet
- Matrix
- Culture/PBIS Leadership Team
- Marzano Elements 23, 33, 35 (student engagement, rules/procedures, with-it-ness)
- Arrival/Dismissal
- Cafeteria



## Focus Room Communication Sheet (filled out by teacher)

I need a teacher reset.

Student Name:

Date:

Location of Behavior:

Time:

Provide a **brief** explanation of what happened. State the facts.

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May require a counselor visit

Follow-up requested

Reteach requested

## Focus Room Communication Sheet (filled out by Focus Room staff)

Time Entered:

Time Left:

### Skill worked on:

Impulse Control

Flexibility

Attention (inability to focus)

Goal Achievement

Emotional Regulation

Empathy

Task Initiation

Other: \_\_\_\_\_

### Calming Strategy/Activity used in the Focus Room:

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**SEND HOME**



# You Did It!

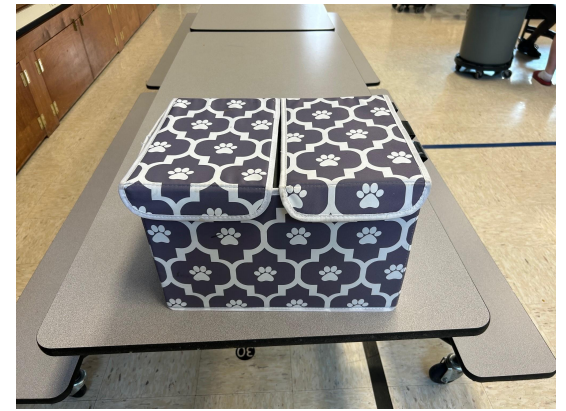
(Student First Last Name)

(Action)

That was.....Safe - Respectful - Focused on Learning

(circle one)

Teacher:



who will win clearest lunch table

Burton Atkisson Dichens	Scott Barrett Medlin	Jenkins Shipman Anderson
1st		
Safe	238	
Respectful	325	
Focused on Learning	511	

# NEXT LEVEL

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## Tier 2 Interventions

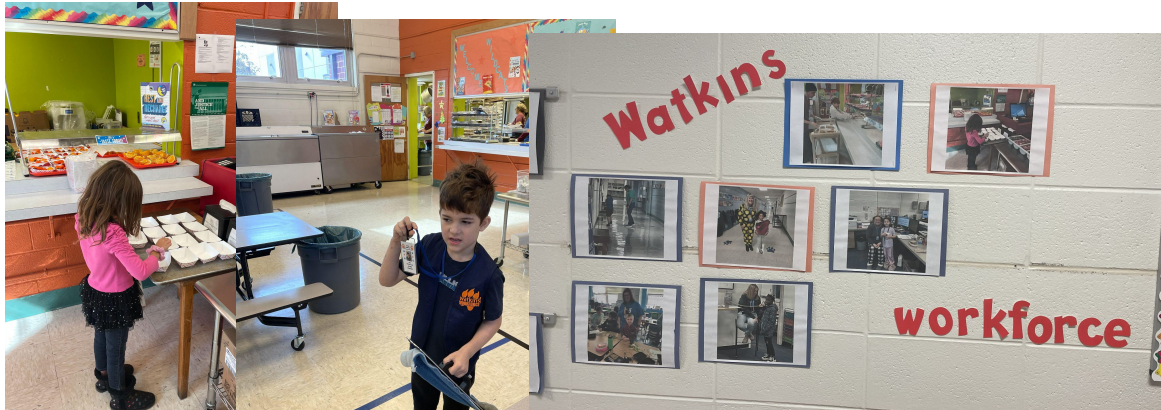
- CICO- Behavior charts
- CICO- Scheduled Proactive Breaks
- Check and Connect- School Jobs **Watkins Workforce**
- Connection Breaks

## I can be safe with my words and body.

(Includes: physical and verbal aggression towards people, elopement, physical aggression towards objects/property; refusal/non-compliance (after 2 prompts); interferes with Suzie's work and/or other student's work/the room's work)

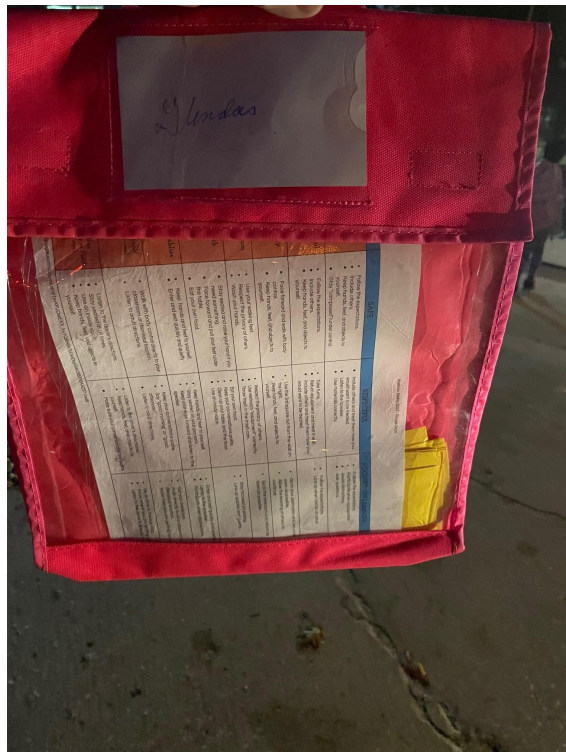
Date:

Time/Subject	Yes/No	Notes:
7:00-7:30-Breakfast Meeting Ms. Jenkins	😊 😞	
7:30-8:00-Specials	😊 😞	
8:00-8:30- Specials	😊 😞	



# Hands OFF Challenge

	1	2	3	4	7	8	9	10	11	14	15	16	17	21	22	23	24	25
Dickers	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Medlin	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Wilson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Scott	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Duffer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Atkinson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Barnes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anusha	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Barrett	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Johnson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Davis	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Anderson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Walker	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*



10/17/24, 8:07 AM

The Wildcat FOCUS

Accessibility 385

# The Wildcat FOCUS

Fostering Outstanding, Connected, and United Students

October 21st - October 31st  
Wonderful Watkins Wildcats Family

Focused CARE Team **Daily Schedules** have been updated and are posted outside the CARE room. **Remember** these schedules change according to building needs and sometimes change within the day! 🍂 The Focus Room staff is hard at work providing supports, problem-solving, and providing success strategies for teachers and students. Miss L, Mr. David and Mr. Julian are here full-time and have been rocking it! A huge shout-out to them as they have been also subbing in multiple classrooms lately in addition to their other duties. They deserve an A+ in flexibility!

REMINDER: When a support call is made, please have the **Focus Room Deferral** slip ready. It is **two-sided this year** - I will return the slip with the student and the slip is sent home to parents for signature. If you get it back signed, please save it for your records.

**You Can Do It!** **Skill Focus**

I would like to focus on the skill of **emotional regulation**. The ability to identify and manage emotions and feelings, or **Emotion Regulation**, requires responding to strong emotional situations in a socially acceptable manner. With students, this begins with developing **flexible thinking**, which allows them to consider and accept multiple outcomes over fixed expectations for a particular situation. We can nurture resiliency and foster a

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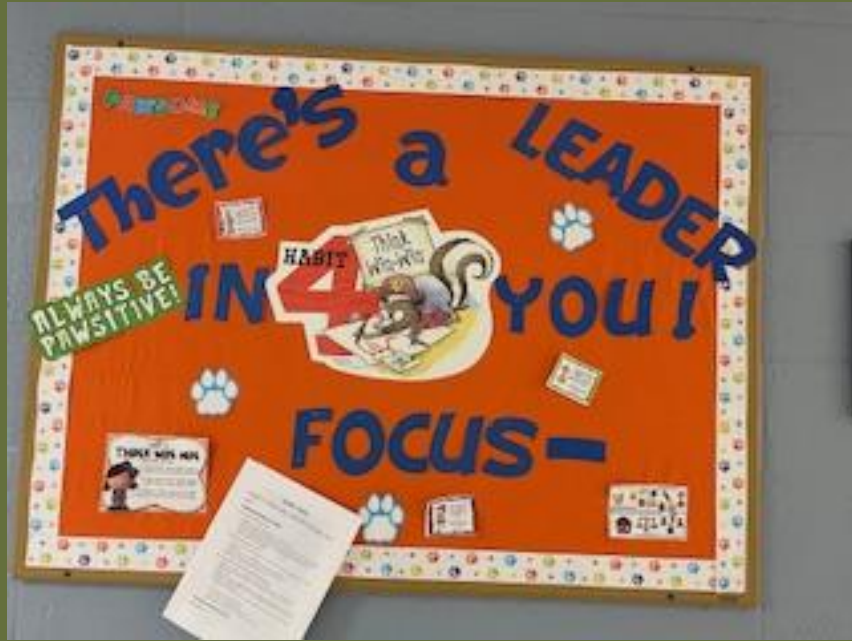


# PDSA

Watkins PLT Agenda	
Team: FR	Date: 12/8/25
<b>What data will we be using/analyzing?</b> <ul style="list-style-type: none"><li>FR/Discipline data</li></ul>	
<b>What are we celebrating?</b> <ul style="list-style-type: none"><li>Tana has a voice</li><li>Transition from Thanksgiving break fairly positive (19 calls)</li><li>JG returned</li></ul>	
<b>PLAN:</b> <ol style="list-style-type: none"><li>Attendance Check-In/Check-out</li><li>O.C.</li><li>J.T.</li><li>J.S.</li><li>A.R.</li><li>H.E.</li><li><a href="#">BSIP Revision</a></li><li>V.W.</li><li>L.H.</li></ol>	
<b>DO:</b> <ol style="list-style-type: none"><li>Grable-K.A.<ol style="list-style-type: none"><li>McMahan-B.N.</li><li>Nelson-M.K.</li><li>Brockwell- contact J.H.</li><li>L.F-parent conference</li></ol></li><li>Tier 3 interventions</li><li>Nelson will observe in the classroom: support with behavior goal/chart: reinforce need for support calls</li><li>Parent-teacher conference</li><li>Positive letters home</li><li>Check in on the scheduled break with teacher (Grable); behavior chart revision (Nelson)</li><li>See BSIP</li><li>Incorporate "getting help/not" from the teacher</li><li>See how week goes; Jodi visit with her teacher</li></ol>	
<b>STUDY:</b> <ol style="list-style-type: none"><li>Nelson-M.K. missed 1 day last week<ol style="list-style-type: none"><li>McMahan-B.N. present every day last week</li><li>Grable-K.A. absent 1 day last week</li><li>Brockwell- Journey reduced day moved to 8:00</li></ol></li><li>Returned with medication</li><li>Desks instead of tables: M.B. on a behavior chart; J.T. finished his punch card; both students will get a new punch card from Nelson<ol style="list-style-type: none"><li>M.B. Burrell? Consequence on behavior chart (ex. 80%+ = reward; below 50% = consequence)</li></ol></li></ol>	

- Weekly PLT meeting with PBIS team
- PBIS team consists of Principal, AP, BI, and Counselor
- Use of FR, ODR, and attendance data to plan future interventions
- Teachers looped in with next step options and team decision made
- Intervention follow up is tracked per quarter for adjustments

# Leader In Me



- Summer of 25- all staff trained in 7 Habits
- 25-26 school year- All staff trained in Core 1
- 25-26 school year- all students receiving instruction in the 7 Habits of Happy Kids
- Leaderizing school jobs and student council, and students of the month

# Current Reality

- 247 incidents 2024-2025 (314 in 2023-2024)
- 2025-2026 Goal: 200
  - 40 incidents 1st Q
  - 36 incidents 2nd Q
  - 69 incidents 3rd Q
  - 14 incidents 4th Q (as of 4/6)
  - 159 total incidents (as of 4/6)  
(199 in 2024-2025)
- Minimal assaults to school personnel and elopements
- Learning Coach no longer carries a walkie
- 19 formal classroom evaluations completed 3rd Q (face-to-face feedback most observations)
- 16 summatives completed
- 2 paraprofessionals and 1 behavior interventionist





**Any Questions**