

LEADING THE WAY



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

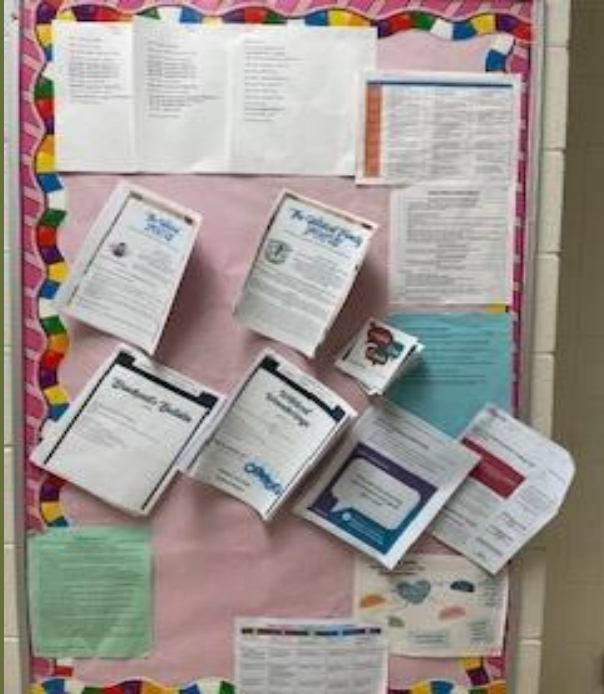
- Identify opportunities to integrate SW-PBS systems with Leader in Me practices
- Be able to use a Plan, Do, Study, Act (PDSA) cycle to follow an efficient data-driven process for intervention
- Consider multiple strategies for schoolwide and community focus

Where We Came From....

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.

☐

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:

SEND HOME



You Did It!

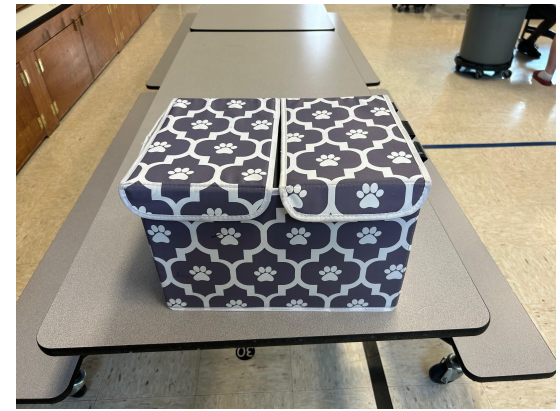
(Student First Last Name)

(Action)

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

(circle one)

Teacher:



who will win clearest lunch table	
Burton Atkinson Dichens	Scott Barrett Medlin
Jenkins Shipman Anderson	
Safe	238
Respectful	325
Focused on Learning	511

NEXT LEVEL

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)

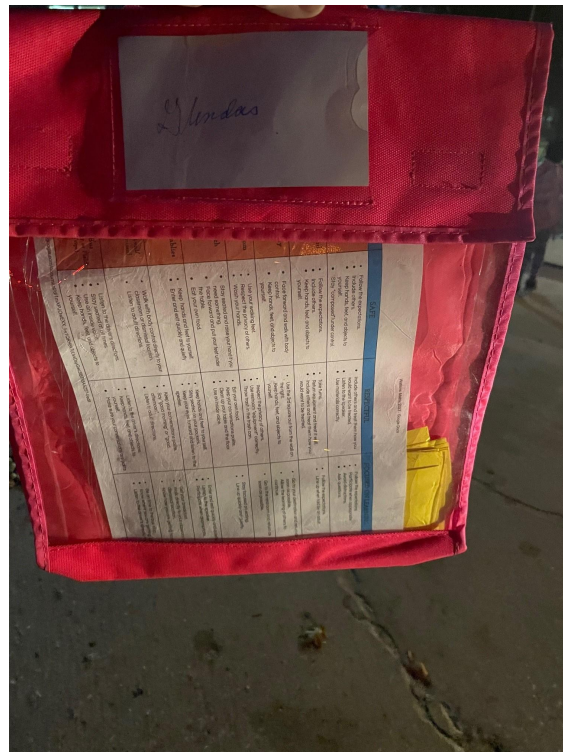
Date:

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	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Dickens	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Medlin	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Wilson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Scott	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Dutler	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Atkinson	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Burnes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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 Referral** 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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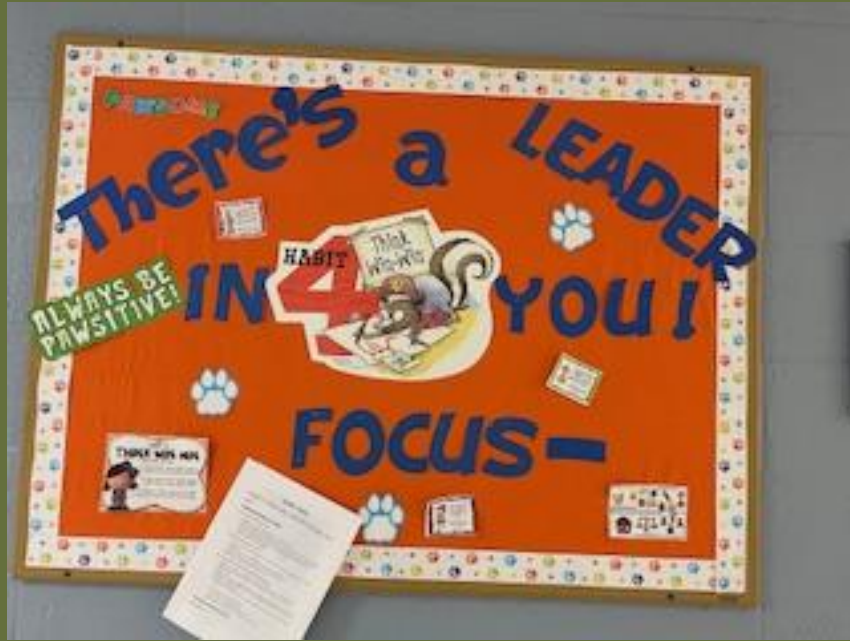


PDSA

Watkins PLT Agenda	
Team: FR	Date: 12/8/25
What data will we be using/analyzing? FR/Discipline data	
What are we celebrating? - Tana has a voice - Transition from Thanksgiving break fairly positive (19 calls) - JG returned	
PLAN: - Attendance Check-In/Check-out - O.C. - J.T. - J.S. - A.R. - H.E. BSIP Revision - V.W. - L.H.	
DO: - Grable-K.A. - McMahan-B.N. - Nelson-M.K. - Brockwell- contact J.H. - L.F-parent conference - Tier 3 interventions - Nelson will observe in the classroom; support with behavior goal/chart; reinforce need for support calls - Parent-teacher conference - Positive letters home - Check in on the scheduled break with teacher (Grable); behavior chart revision (Nelson) - See BSIP - Incorporate "getting help/not" from the teacher - See how week goes; Jodi visit with her teacher	
STUDY: - Nelson-M.K. missed 1 day last week - McMahan-B.N. present every day last week - Grable-K.A. absent 1 day last week - Brockwell- Journey reduced day moved to 8:00 - Returned with medication - 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 - M.B. Burrell? Consequence on behavior chart (ex. 80%+ = reward; below 50% = consequence)	

- 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