

# ***One Team! One Family!***

***Improved School Climate  
Scores: SWPBS Activities at  
William Henry Middle School  
that Mattered and Moved Us.***

# William Henry Middle School Dover, DE



# Administrative Team

Mr. Toriano Giddens  
Principal



Mrs. Melissa Voshell  
Associate Principal



Mrs. Lurleen Bryant  
Associate Principal

# Staff



# Configuration of District

- ❖ Seven K-4 elementary schools
- ❖ 5-6 middle
- ❖ 7-8 middle
- ❖ 9-12 high school
  
- ❖ The seven elementary schools feed into WHMS for a total of approximately 480 students entering in the 5th grade each year.
- ❖ Combination Rural and Urban

# Who We Are

## Demographics

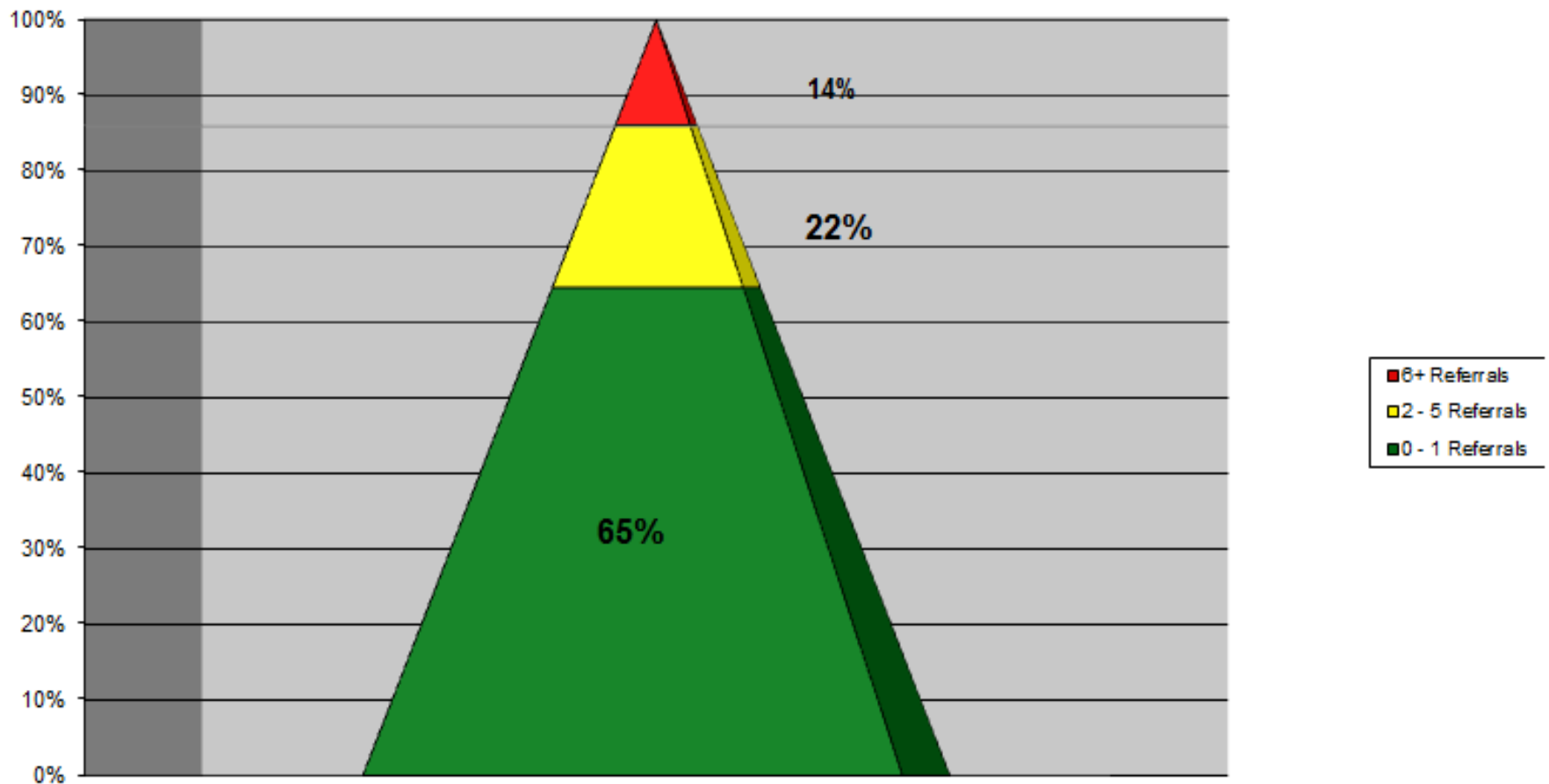
- ❖ 5<sup>th</sup> and 6<sup>th</sup> grade middle school – approximately **1,000** students
  - ❖ Race:
    - ❖ African American 53.9%
    - ❖ White 32.6%
    - ❖ Hispanic 8.6%
    - ❖ Asian 2.2%
    - ❖ American Indian 1%
    - ❖ Multi-Racial 1.6%
  - ❖ Special Ed 14.8%
  - ❖ Poverty 71%
- (2013-2014)

# Where we Were

- \* No AYP for 6 years
- \* Public Relations was bad
- \* Teacher Morale low
- \* Student population declining
- \* Referrals

# Discipline Data:

2011-2012 SY only

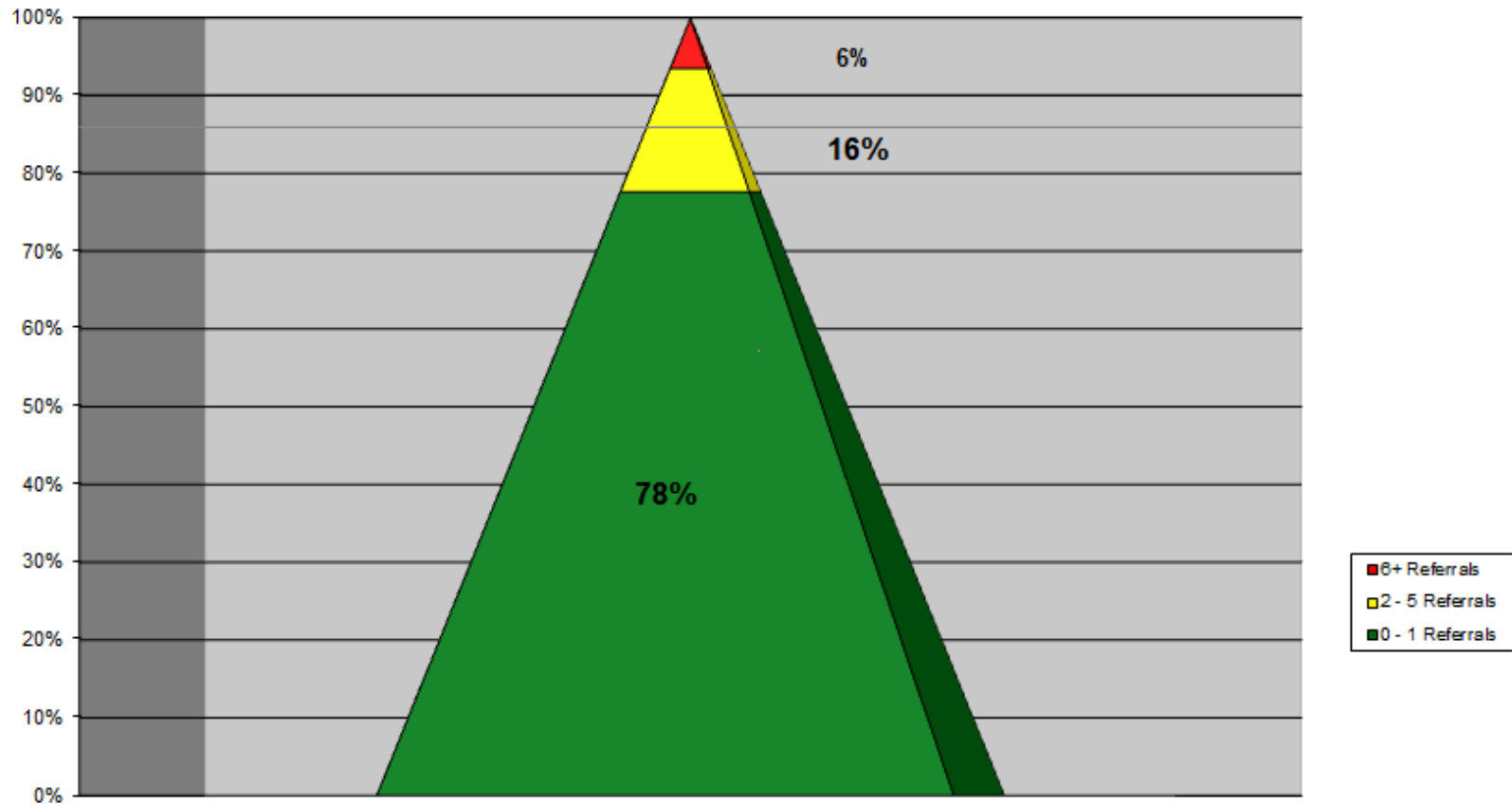




# Discipline Data:

## 2012-2013 SY only

Behavior Reporting Triangle





# From Discipline Data to School Climate Data...

# From Discipline to School Climate Data...

**School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:**

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Attendance and school avoidance
- Behavior problems, delinquency, victimization
- Emotional well-being



# From Discipline to School Climate Data...

**School climate is also linked to outcomes for  
teachers:**

- Less burnout and greater retention in the profession
- Greater implementation fidelity of new curriculum and interventions
- Greater levels of job satisfaction



# Delaware School Climate Surveys (cont.)

## Delaware School Climate Surveys

### Surveys

Part 1: School Climate\*

Part 2: Techniques\*

Part 3: Bullying\*

Part 4: Engagement

### Types of Data Shared

Standard Scores

Average Item Scores

Individual Items % Response

\* STUDENT only:

(1) = Race & Gender Breakdown

(2) = Grade Level Breakdown

### Response Codes

Parts 1, 2, 4:

1 = Disagree A Lot

2 = Disagree

3 = Agree

4 = Agree A Lot

Part 3:

1 = Never,

2 = Less than once a month ,

3 = Once or Twice/Month,

4 = Once/Week,

5 = Several Times/Week,

6 = Everyday

\* A higher score represents an unfavorable response to items on the Bullying School-Wide subscale and the Use of Punitive Techniques subscale.

# School Climate Data - A Quick Orientation to the Delaware School Climate Surveys

2015 Survey Sample				
		Student Survey	Teacher Survey	Home Survey
Elementary	Schools	79	80	76
	Respondents	15751	2913	13049
Middle	Schools	28	28	24
	Respondents	11181	1249	3914
High	Schools	21	21	16
	Respondents	6906	1137	1514
Alternative	Schools	5	5	3
	Respondents	149	97	32
Special	Schools	4	8	7
	Respondents	200	460	284
Early Childhood	Schools	N/A	7	7
	Respondents	N/A	226	733
Other	Schools	3	4	4
	Respondents	2150	183	832

# Delaware School Climate Surveys

Delaware School Climate Surveys		
Part I : School Climate (Subscales)		
Student Survey	Teacher/Staff Survey	Home Survey
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student-Student Relations	Student-Student Relations	Student-Student Relations
Respect for Diversity	Respect for Diversity	Respect for Diversity
Clarity of Expectations	Clarity of Expectations	Clarity of Expectations
Fairness of Rules	Fairness of Rules	Fairness of Rules
School Safety	School Safety	School Safety
Student Engagement SW	Student Engagement SW	
Bullying School-wide	Bullying School-wide	
	Teacher-Home Communications	Teacher-Home Communications
	Staff Relations	
<b>Total School Climate</b>	<b>Total School Climate</b>	<b>Total School Climate</b>
		Parent Satisfaction

# Delaware School Climate Surveys (cont.)

<b>PART II: Techniques</b>			
<b>Subscales</b>	<b>Student Survey</b>	<b>Teacher/Staff Survey</b>	<b>Home Survey</b>
<b>Positive Behavior</b>	Yes	Yes	N/A
<b>Punitive</b>	Yes	Yes	N/A
<b>Social Emotional Learning</b>	Yes	Yes	N/A

<b>Part III: Bullying &amp; IV: Engagement (Individual Level)</b>			
<b>Subscales</b>	<b>Student Survey</b>	<b>Teacher/Staff Survey</b>	<b>Home Survey</b>
<b>Bullying Victimization<sup>1</sup></b>	Physical Bullying	N/A	Physical Bullying
	Verbal Bullying	N/A	Verbal Bullying
	Social/Relational Bullying	N/A	Social/Relational Bullying
	Cyberbullying <sup>2</sup>	N/A	
<b>Student Engagement</b>	Cognitive & Behavioral	N/A	Cognitive & Behavioral
	Emotional		Emotional

<sup>1</sup> Grades 6-12 only for the printed version. Optional for grades 4-5 with computer version.

<sup>2</sup> Grades 6-12 only.







# What did we do?

- \* Dug into the data

- Where
- When
- Who

- \* Revamped classroom management

- Set clear expectations for teachers
- Teachers set clear expectations for students
- Teachers taught Cool Tools
- Recognized students and teachers

- \* Intentionally focused on spreading “Happy”

# School Wide

- Rules linked to Senator Bucks
- WHMS behavior matrix
- Set procedures for key areas – 3 T's, cafeteria, bus, and classroom

# Classroom Expectations

- Classroom behavior matrix
  - WHMS matrix aligned to Senator Bucks
  - Template matrix for classroom
- Major and minor flowchart
  - Refocus
  - In-Class area and Buddy area
- Senator Bucks – connection to rules

**Remember!** The Senator says, "Striving for the Best, We Rise above the Rest!"





## WHMS PBS EXPECTATIONS MATRIX

	<b>Classroom</b>	<b>Cafeteria</b>	<b>Bathrooms</b>	<b>Hallways</b>	<b>Buses</b>	<b>Library</b>	<b>Assembly</b>
<b>We are Respectful</b>	<p>Keep feet tucked under desks</p> <p>Keep hands on your own materials</p> <p>Keep your hands, words, and feet to yourself</p>	<p>Stay at your assigned seat</p> <p>Keep hands on your own lunch</p> <p>Stay in your place in line</p> <p>Line up quickly and quietly when your teacher asks</p>	<p>Only one person in stall at a time</p> <p>Wait patiently</p>	<p>Keep hands to yourself</p> <p>Silent voices</p> <p>Maintain personal space</p>	<p>Speak politely to driver</p> <p>Respond positively to directions</p> <p>Talk to one another kindly</p> <p>Keep hands and feet to yourself</p>	<p>Use quiet voices</p> <p>Be careful with books, magazines, and computers</p>	<p>Keep feet on the floor</p> <p>Silent voices</p> <p>Eyes forward</p> <p>Respond positive to presenters</p>
<b>Here Every Day</b>	<p>Be on Time</p> <p>Have supplies ready</p>	<p>Have your lunch money or lunch</p> <p>Know your lunch pin</p>	<p>Use bathroom during assigned breaks</p>	<p>Move expeditiously to class</p>	<p>Be on time at bus stop</p> <p>Know your bus number</p> <p>Wait attentively</p> <p>Have all of your belongings together</p>	<p>Return books on time</p> <p>Bring books to return on library day</p>	<p>Report to designated row</p> <p>File in quietly</p> <p>Stay with your group</p> <p>Sit with back and bottom against the seat</p>
<b>Making Responsible Choices</b>	<p>Be honest</p> <p>Accept positive and negative consequences</p> <p>Complete all tasks Strive to do your best</p> <p>Clean up after yourself</p>	<p>Stay in your assigned seat</p> <p>Clean up after yourself</p> <p>Throw trash away</p> <p>Get all items before you sit down</p> <p>Follow directions</p>	<p>Follow directions</p> <p>Flush Toilet</p> <p>Throw away all trash</p> <p>Wash hands</p> <p>Turn water off</p> <p>Use bathroom supplies appropriately</p>	<p>Follow directions</p> <p>Walk on the blue tile</p> <p>Silent voices</p> <p>Maintain distance</p>	<p>Listen to and follow directions</p> <p>Stay seated at all times</p> <p>Throw trash away</p> <p>Follow bus rules as told by bus driver</p>	<p>Follow directions</p> <p>Listen quietly</p> <p>Complete all tasks</p> <p>Pay for lost or damaged materials</p>	<p>Listen quietly</p> <p>Raise hand when asked to respond</p> <p>Follow directions from staff and presenters</p>
<b>Showing the Senator Way.</b>	<p>Use kind words and actions</p> <p>Help others/Share</p> <p>Be honest</p> <p>Raise Hand</p> <p>Put things where they belong</p>	<p>Use kinds words and actions (Please/Thank You)</p> <p>Raise your hand</p> <p>Use quiet talking voices</p>	<p>Report problems immediately</p> <p>Use a quiet voice</p> <p>Keep your feet on the floor</p> <p>Keep lights on</p>	<p>Smile</p> <p>Silent voices</p> <p>Pay attention to the person in front of you</p>	<p>Share the seat</p> <p>Keep feet out of aisle for easy access</p> <p>Say excuse me</p>	<p>Be patient</p> <p>Share</p>	<p>Clap/Respond appropriately</p> <p>Listen to the performers without comment</p> <p>Be attentive</p>

## WHMS Behavior Expectations in the Classroom # \_\_\_\_\_

### Rules within Routines Matrix

 Routines	Entering the Classroom	Whole Group	Small Group Activity	Leaving Classroom	Assignments Homework
 Expectations					
We Are Respectful					
Here Every Day					
Making Responsible Choices					
Showing the Senator Way					

William Henry Middle School  
SW-PBS Behavior Flow Chart

Is the behavior Minor or Major?

**Minor**

- Bathroom Misbehavior
- Cafeteria Misbehavior
- Class Misbehavior
- Disrespectful
- Hallway Misbehavior
- Missing Homework/Classwork
- Refusing to follow directions
- Not prepared
- Out of Seat
- Cheating
- Talking
- 1st Offense Non-Serious Physical Contact
- Horseplay
- Arguing with peers
- Off-task
- Profanity

**Major**

- Abusive Language
- Major Dishonesty
- Chronic Minor Infractions
- Bullying of any kind
- Aggression/Fighting
- Weapons
- Drugs
- Theft
- Safe School Violation
- Major Disruptions
- Vandalism
- Harassment
- Repeated Disrespect

Teacher makes attempts to Refocus behavior. If continues student goes to classroom "time out" and fills out Refocus Sheet. Teacher reteaches behavior using Refocus Sheet and Pledge. Teacher makes phone call home.

Similar behavior results in "time out" in Buddy's classroom. Student goes in with sheet and fills out Refocus Sheet. No more than 10 minutes. Sending teacher re-teaches behavior using Refocus Sheet. Teacher makes call to home.

Ensure safety of students. Teacher completes online Referral. Send student to office after calling.

Submit PST referral after 3rd referral

PBS Team and Staff work with Big 5 data to determine next step lessons.

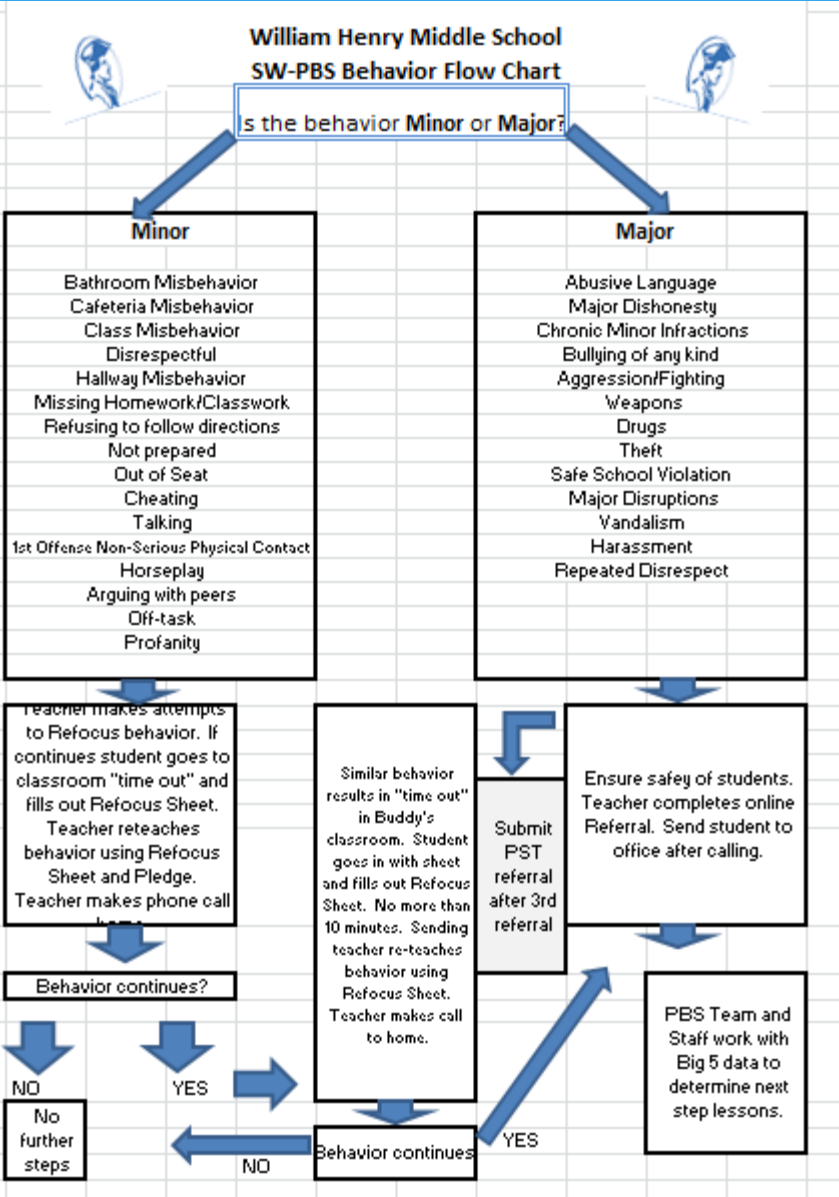
Behavior continues?

NO  
No further steps

YES  
NO

Behavior continues

YES





## **Senator Buck**

**We are RESPECTFUL**  
**Here everyday,**  
**Making RESPONSIBLE choices**  
**Showing the Senator way!**



**Striving for the best, we rise above the rest!**

# Soda Activity



# We were “Shaking It Up” before it was cool

This is what we did:

- At the beginning of the year we always have professional development.
- Handed out sodas and told them the shake
- Talked about the importance of our teacher to student interaction
- Talked about the lives our students live
  - poverty
  - trauma
  - fixed mindset
  - hopeless

As a closer we asked the person holding one of the can to pop the top. **NO ONE WOULD DO IT!!**

# Team Building

- \* Teachers were given a set of lessons that helped build the sense of TEAM. The lessons were scaffolded to have students have to work together in order to be successful.
  - \* Rope on the Floor
  - \* Circle Time - everyone who likes....
  - \* Human Body - things you want and place inside the body and things you don't outside.
- \* Incorporated One Team! One Family!

# Warm Fuzzy

- \* Super Bowl party
- \* Hot Chocolate bar
- \* Valentines Treats
- \* Spring Treats
- \* Happy Dance
- \* Raffles
- \* Notes

# Bring Us Together

- \* After hour gatherings



- \* Raffle



# Activities

- \* Spirit Week
- \* Superhero Day
- \* Bike Raffle
- \* Pay it Forward
- \* Senator Bucks prizes
- \* Birthday Announcement
- \* Mega party
- \* Planetarium for incoming students
- \* Field Day/Picnic
- \* Music in Cafeteria on Friday

## More Activities

- \* Promoting Academic Student Success (PASS)
- \* Reading Night
- \* Math Night
- \* Science Fair
- \* Quarterly Behavior and Academic Celebrations
- \* SRI/SMI Awards
- \* Homecoming Parade
- \* After-School Socials



# Breast Cancer Competition

## Capital School District collection by location

◉ District Offices	\$150.00
◉ Fairview Elementary School	\$250.00
● <b><i>William Henry Middle School</i></b>	<b><i>\$4,736.60</i></b>
◉ Central Middle School	\$1,350.00
◉ Kent County Secondary ILC	\$200.00
◉ Dover High School	\$200.00

# Community Activities

- ★ Family Reading Nights
- ★ Community Fair
- ★ Food Bank
- ★ Fall Festival
- ★ 4th to 5th School Visits

# 21st Century

- \* Drama Club
- \* Gentlemen's Club
- \* Girl Scouts
- \* Girls' Circle
- \* Just Be
- \* Let's Move: Sports/Physical Activity Explosion
- \* Odyssey of the Mind
- \* Rising Stars (Dance Troupe)
- \* Science Fair Club
- \* Set Design Club
- \* Show Tunes!
- \* Stock Market Game

# Bus

- Professional Development
  - All Drivers
  - Focused on developmental level
  - Disabilities
- Positive treats to recognize appreciation

# Where We Are

## May 2013- 2015

Student  
Perspective



Family  
Perspective



Staff  
Perspective



# Still Growing

- Professional Development
  - Trauma
  - Student Self-Regulation
  - Patience and Respect
  - Growth Mindset
- Rewards

# Thank You!

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