



BUILDING FOUNDATIONS: Strengthening Collaboration in Tier 1 PLCs

A Systems Approach to MTSS-Behavior

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Job Alikes are cross-campus PLCs that bring together staff in the same role to collaborate, problem-solve, and share practices. They build consistency without top-down mandates by promoting peer learning and shared leadership. Unlike one-shot PD, Job Alikes are recurring and responsive to real-time implementation needs. They also create a feedback loop between campuses and district leaders, strengthening system-wide alignment.

Session Agenda:

- Why Job Alikes?
- What is a Job Alike?
- How do we do Job Alikes?
- Connecting District Behavior Team & Job Alikes
- What went well & Even Better Ifs
- Making it work in your district

Network With Those Around You

Life is beautiful not because of the things we see or do. Life is beautiful because of the people we meet. - Simon Sinek

Let's Start Here...

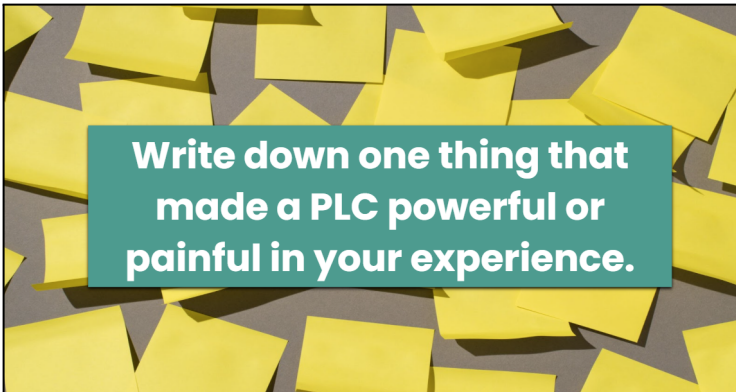
Introduce Yourself to Your Table:

- ★ Name
- ★ Role
- ★ District
- ★ Preferred Pet



Painful or Powerful PLC

Write down one thing that
made a PLC powerful or
painful in your experience.



The WHY behind Job Alikes



The Problem We Faced

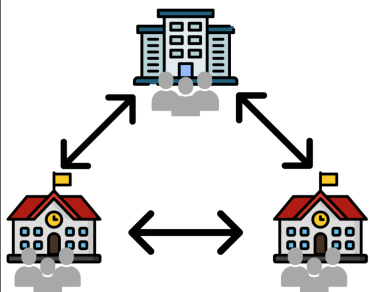
- One-shot PDs = low impact
- Need for system-wide collaboration
- Campuses needed clarity + support

WHY IT WORKS

- Structured & Ongoing
- Promotes shared leadership (not top-down)
- Built-in campus learning
- Focus campuses are a feature of our meetings

WHAT & HOW of Job Alikes

What is a Job Alike?



- Cross-campus PLCs for MTSS-B Campus Leaders
- Recurring, structured meetings
- Designed for shared learning and practice improvement

Each Meeting Included:

- Prioritizing Connecting Staff across Schools
- Information to inform or reinforce upcoming work
- Campus Spotlight - campus staff spoke about the work they were doing
- Tools
- All Campuses sharing within their team and with other teams
- Time to plan or adjust their plan based on what they learned

Peek Inside a Job Alike

Month	Topics	School Sharing
SEPT	Universal Behavior Screener & Behavior Systems Fidelity	Bonham EL Reagan EL
OCT	Leveraging Tray Components to Support Current Needs & Spring Relaunch	Glenn MS Crockett EL
JAN	Adjusting Staff Schedules for Student Need & Boosting Implementation/Prepping for the Dip (aka February)	Lone Star MS
MAR	Preparing for and Analyzing Spring Universal Screener & Reflecting on Tier 1 & 2 Program Review	San Jacinto EI
APR	Program Review Report & Updating Tier 1&2 Tiers	Glenn MS

Try It On

MEETING

If you hosted a Job Alike tomorrow . . .

- What's your purpose?
- Who's attending?
- What tool would you bring?



Purpose?

Participants?

Tool?

Lessons Learned + Pro Tips

Lessons Learned + Pro Tips

What Went Well & Even Better Ifs

- Start small
- Build routines
- Use tools intentionally
- Celebrate small wins



"They stayed after to talk more!"

What Went Well . . .

Even Better Ifs . . .

District Behavior Team

What is a District Behavior Team?

Local team consisting of representation from leadership, implementers, consumers, and content experts that is responsible for ensuring high implementation fidelity, management of resources, and data-based decision making.

Center on PBIS. (January 2023). PBIS District Systems Fidelity Inventory (DSFI). University of Oregon. www.pbis.org.

Exchange
2024 by Emergent Tree

San Angelo District Behavior Team:

- Director of Counseling
- Director of Special Programs
- Director of District Behavior
- Executive Director of Discipline and Safety
- Campus Representative

Exchange
2024 by Emergent Tree

Steps to Launching

Commitment

- Attend meetings
- Fulfill assigned responsibilities
- Collaborate with stakeholders
- Stay informed and advocate for PBIS

Responsibilities

- Creating a multi-year action plan
- Establishing regularly scheduled meetings (at least 2-4 times per year)
- Securing stable funding efforts
- Developing a dissemination strategy to establish visibility (website, newsletter, conferences, TV)
- Ensuring student social behavior is the top priority of the district
- Developing coaching supports
- Evaluating school-wide MTSS-Behavior efforts

Making It Work

Making It Work Without a Behavior Director

Innovation is born from the interaction between constraint and vision.

—Marissa Meyer



Who could lead it:

- Principal Supervisors?
- Teacher Leaders?

Embed in existing systems:

- Screener Cycles
- PD Calendar



What's one action you'll take when you return?

Boosters vs. Barriers

Questions?

