



BUILDING FOUNDATIONS: Strengthening Collaboration in Tier 1 PLCs

A Systems Approach to MTSS-Behavior

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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

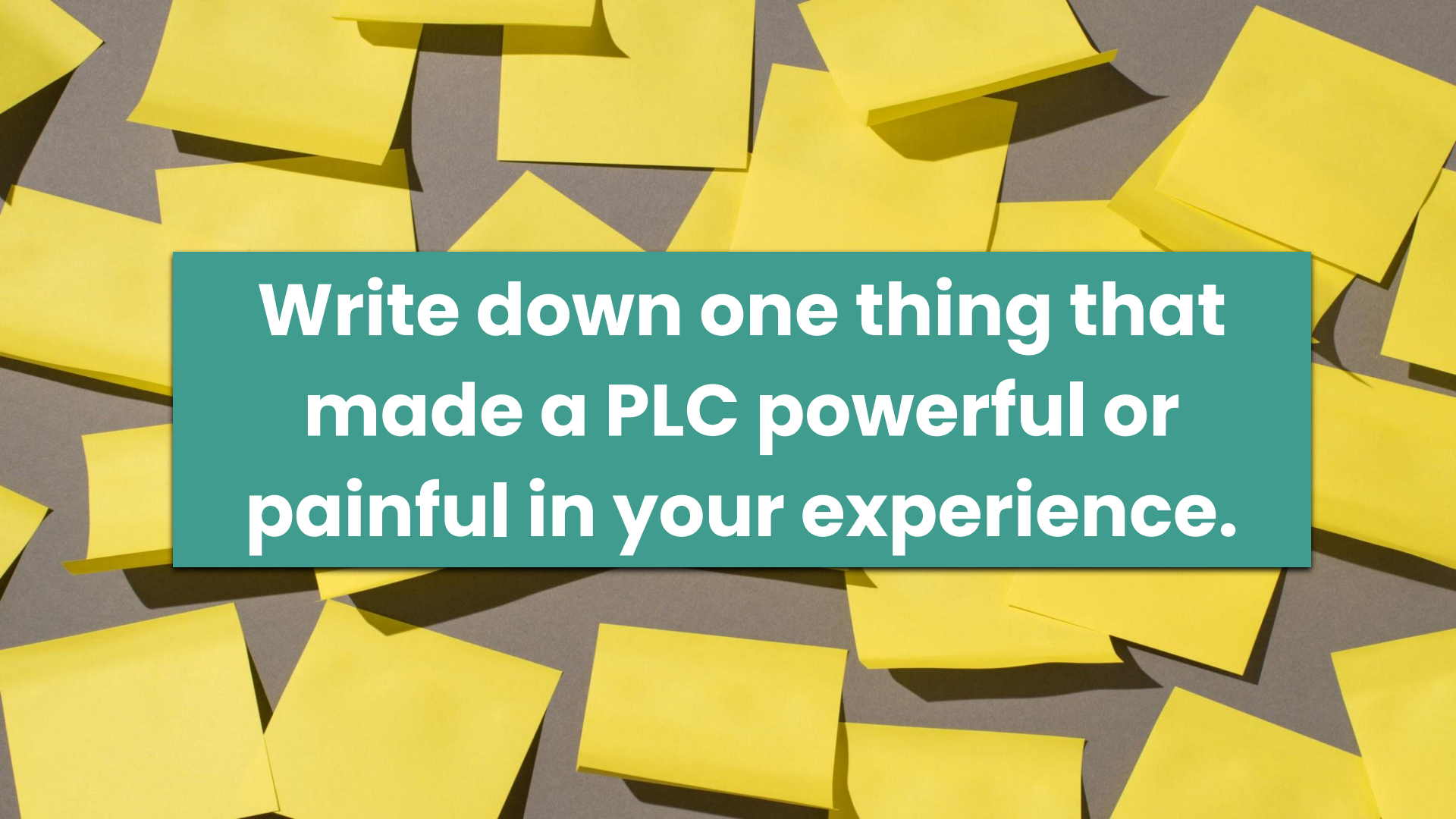


Let's Start Here...

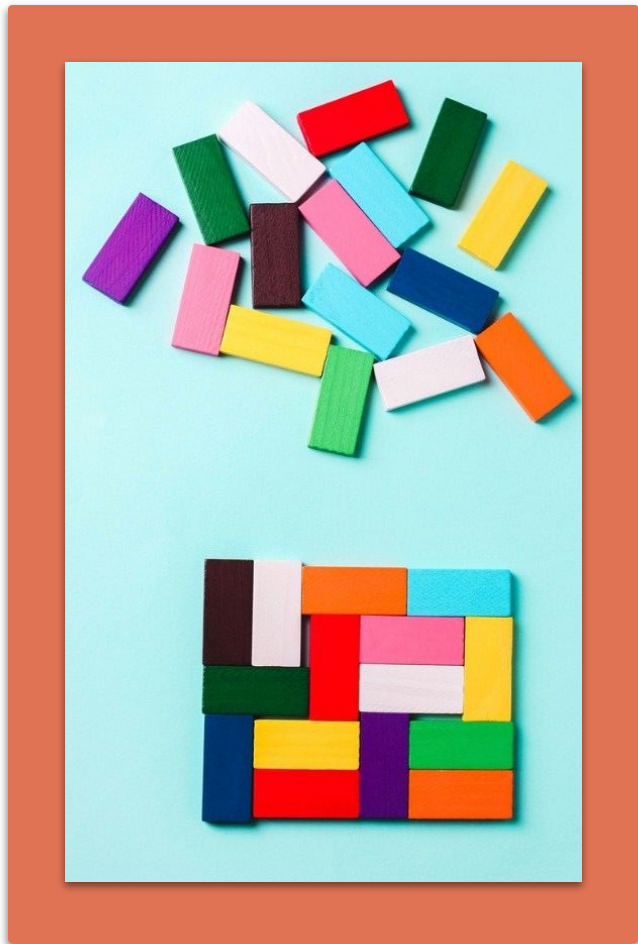
**Introduce Yourself to
Your Table:**

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



The background of the image is a dense collection of yellow sticky notes of various sizes and shapes, scattered across a dark grey surface. The sticky notes are slightly overlapping and casting soft shadows, giving a three-dimensional effect. In the center of the image, there is a teal-colored rectangular box with a thin white border. Inside this box, the text is written in a bold, white, sans-serif font, arranged in three lines.

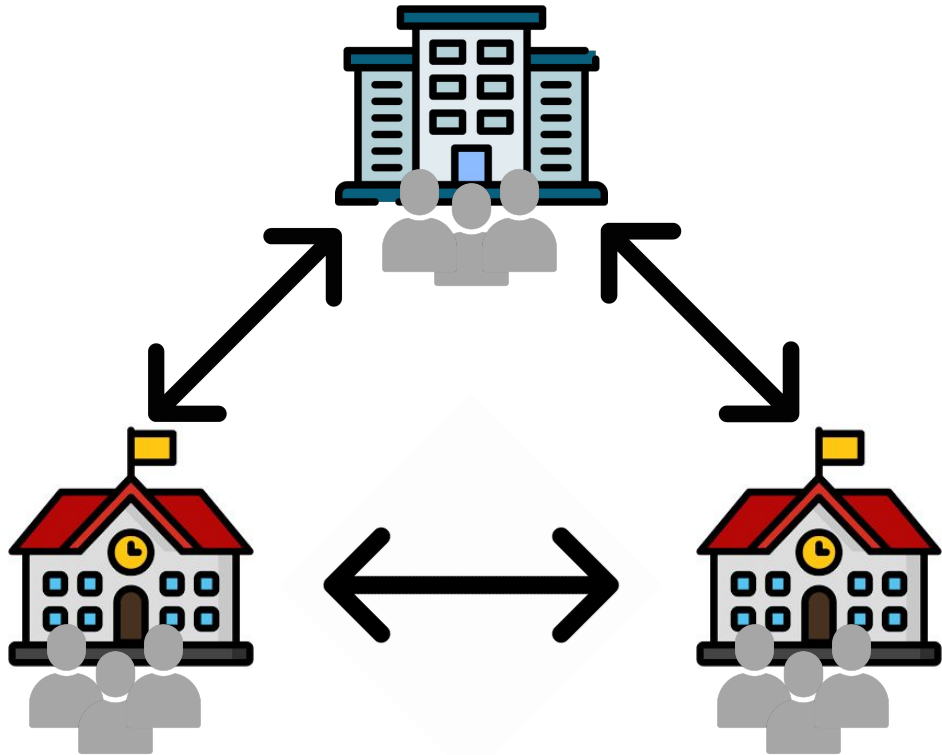
**Write down one thing that
made a PLC powerful or
painful in your experience.**



The Problem We Faced

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

What is a Job Alike?



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

WHY IT WORKS

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

Peek Inside a Job Alike

Universal Behavior Screener

&

Log into
Emergent Tree
Website

Behavior Systems Fidelity

<https://tinyurl.com/384yuuy9>



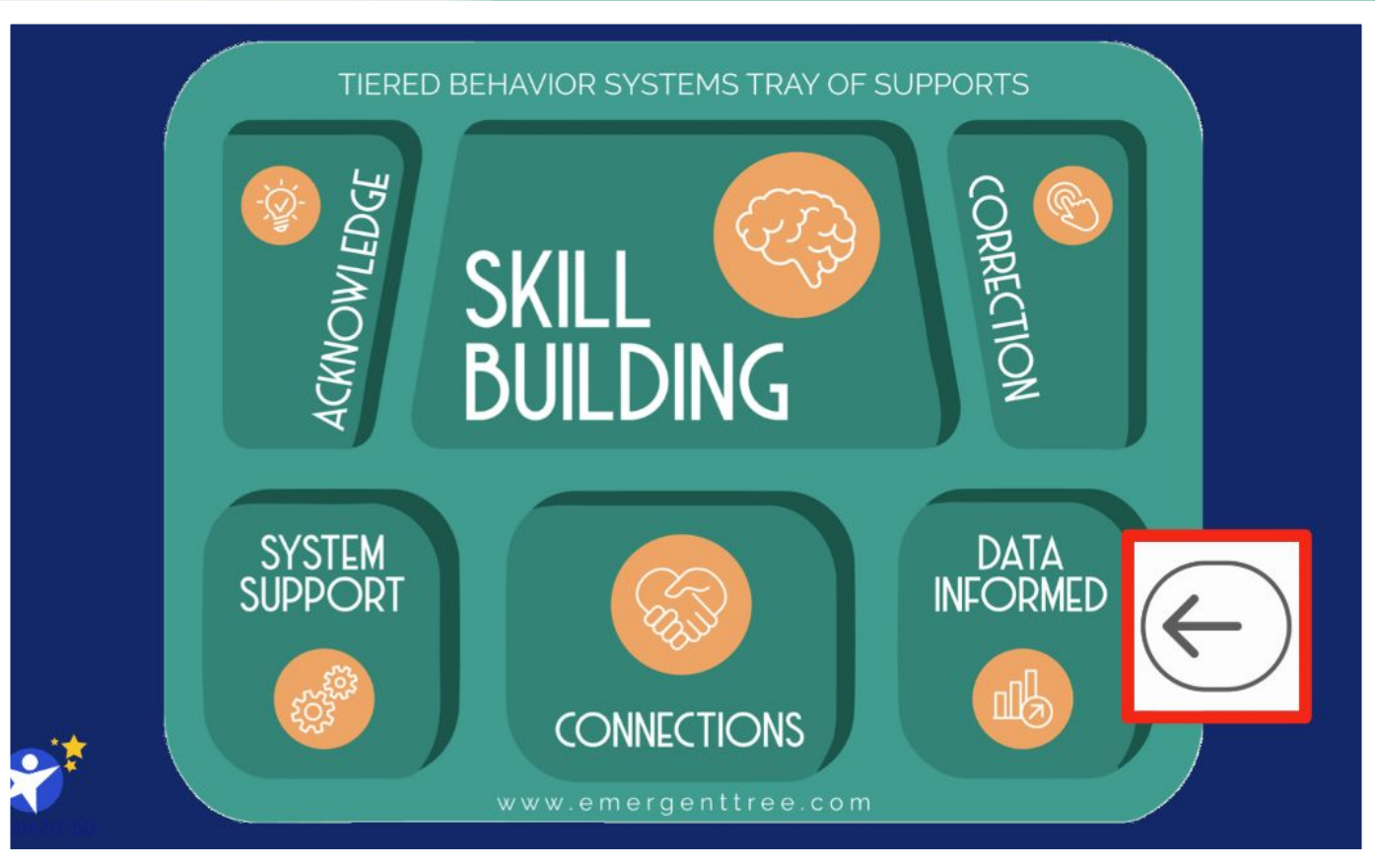
SAISD Job Alike Meeting | 9.4.24

Peek Inside a Job Alike

Good Things:

- 1. Turn & Talk with Another Campus**
- 2. Share how you rolled out Tier 1 Behavior System.**
- 3. What went well?**

Peek Inside a Job Alike



Peek Inside a Job Alike

Before Universal Screener

Bridges Universal Behavior Screener



Reset

Help

Evaluate Lisa Turtle

Please evaluate how well this student displays Bayside High's SWE. [Click here if Lisa Turtle is not your student.](#)

Be Safe

Safe behaviors are actions that are physical in nature, including how students use their body to interact with things and people around them.

Almost always safe

Often safe

Sometimes safe

Rarely safe

Almost never safe

Expected behavior for ON-SITE learning:

- Stays in assigned area
- Keeps hands and feet to self
- Uses objects as intended
- Walks with a purpose

Expected behavior for OFF-SITE learning:

- Tells teacher if feeling unsafe
- Keeps personal information private online
- Uses appropriate technology tools for learning

Possible risk indicators:

- Out of assigned area
- Horseplay
- Physical aggression
- Leaving instruction w/o permission

Staff Alignment



BE SAFE



- Wash hands
- Walk at all times
- Keep water in the sink
- Report problems to an adult

BE RESPECTFUL



- Respect privacy
- Use equipment and supplies properly
- Wait your turn (no more than 2 students in the restroom at a time)

BE RESPONSIBLE

- Go in the toilet, flush, wash
- Throw trash in the trash can
- Return to class promptly

RESTROOM

Peek Inside a Job Alike

During Universal Screener

Principal gets an email from Maggie with Emergent Tree with dashboard link. **Principal must log in and send out invites to staff.** This dashboard will let you see progress. You can also resend invites. When you click invite you can change the email address the email goes to incase you have a sub or need a different teacher to complete it for a class.

Teacher Progress

Using the table below, you can monitor the progress of individual teachers in completing their evaluations. If any teachers are not yet invited, please enter their email address and click "Invite", which will send them a welcome email containing a link that they can use to access the screener and evaluate their students.

Teacher	Progress	Invitation
Coach Taylor	Needs Invitation	Send to: screener+taylor@emergenttree.com Invite Cancel
Edna Krabappel	Invited	Resend ...
Jessica R.	Completed	
Kimberly P.	Completed	
Matthew F.	In Progress	Send to: screener+matthew@emergenttree.com Remind Cancel



Peek Inside a Job Alike

After

Universal Screener

Download & Analyze with intentionality

Tier 1

Examine Campus Trends

Determine teacher
support needs

Inform Master
Scheduling

Tier 2

Identify at-risk students
in need of intervention

Organize social skills
groups by area of need

All Tiers

Inform understanding of
student and campus
progress



Guiding Questions and Multiple Data Points

Peek Inside a Job Alike

TEAM TALK

- What went well last year with the Universal Screener?
- What would be **even better** if this year for the Universal Screener?
- Determine **Next Steps**
 - Plan your campus next steps for Before, During, and After the Screener.
 - Questions to consider:
 - How will we communicate with staff about the screener? What about staff that are new?
 - Do we need to address alignment of staff to our common Campus Expectations? If so, how/when?
 - When and where will data be analyzed?
 - Does the Behavior Systems team need training on Campus Trends analysis?
- Resource: [Behavior Systems Team Meeting Agenda Example](#)

Peek Inside a Job Alike

Fidelity

Bonham



Reagan



Peek Inside a Job Alike

Fidelity



CAMPUS IMPLEMENTATION MAP

Tier 1
Framework

	Data Informed
Sustain	3. Solicit feedback from students and family/community groups annually to inform and evaluate the Tier 1 behavior system. 2. Conduct an annual review of Tier 1 system and use to inform and evaluate continuous improvement plans. 1. Include goals directly related to Tier 1 behavior in the Campus Improvement Plan.
Scale	4. Share Tier 1 behavior system data with staff at least 2x year. 3. Solicit staff feedback through focus groups or surveys and use to inform team decisions. 2. Review at least one data source at every Tier 1 meeting (sprint goal, unfavorable patterns, etc.). 1. Use a universal screening tool to identify campus trends, staff needs, and student risk.
Pilot	3. Solicit pilot group feedback through focus group or surveys. 2. Conduct fidelity checks for piloted components of the framework implementation. 1. Establish analysis process to review data from connections and acknowledgment of s.
Design	4. Determine process for patterns of unfavorable responses following Real and routine. 3. Integrate all expected practices into Tier 1 classroom fidelity checklists. 2. Review and analyze campus discipline data to determine trends. 1. Connect current behavioral data sources to components of the tray framework.



Peek Inside a Job Alike

Fidelity

Tier 1 Classroom Fidelity Check List

The foundation for social, emotional, and behavioral skills starts in the general education classroom. Utilize this fidelity checklist to determine areas of strength or improvement in Tier 1 implementation.

Feature	Fidelity Level		
	Complete (2 pts)	Partial (1 pt.)	Limited (0 pts)
Teacher intentionally greets students and utilizes the Reach & Respond routine before the start of instruction.			
Visual cues for the core values are posted and used as a reference tool.			
Direct teaching of expected behaviors takes place before new activities or transitions.			
Student behaviors are acknowledged at a 3:1 ratio.			
Individual and Class-wide acknowledgment systems are evident and utilized in the classroom.			
Teacher utilizes instructional procedures to correct behavior violations while maintaining student dignity.			
Teacher maintains a calm, supportive demeanor, tone & word choice when correcting behavior.			
Maximum activity time is limited to student age plus 2 mins (ex. 9 mins for 1 st grade).			
Transitions between activities are quick and efficient.			
A consistent attention signal utilized by the teacher and followed by students.			
Lesson materials and activities are prepped and organized.			
Classroom routines are clearly established and evident in practice (i.e.: restroom, accessing supplies, etc.).			
Class-wide engagement is at 80% or above throughout instruction.			
Points earned	Total points possible	Fidelity (%)	
Observer Feedback			

Page 1 / 1



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CKH Classroom Implementation Walkthrough



Date:		Classroom(s) Visited:			
Type of Instruction Observed:					
Large-group instruction	Small-group instruction	One-to-one instruction	Virtual	Other	
Learning Environment:					
Students take leadership and responsibility for managing self, group, supplies, etc.		Students participate in activities and are compliant.		Students are off-task and/or do not meet expected classroom behaviors.	
ENGAGE TARGETS	EXCEL	PROGRESSING	MINIMUM	NOTES	
Teacher greets students with a smile and a positive tone as they enter the classroom.					
Teacher plans for and uses Engage activities to create student connections and to build relational capacity.					
Students are actively engaged in the lesson.					
Students are empowered to assist in the classroom and/or campus greetings.					
The learning environment is physically, intellectually, and emotionally safe.					
X-PILORE TARGETS	EXCEL	PROGRESSING	MINIMUM	NOTES	
Teacher starts each class period (3-5 min) by asking students to share Good Things or celebrations.					
Teacher plans for and expresses interest in students by asking follow-up questions about Good Things.					
Students are responding to Good Things appropriately.					
Teacher has a process to assess and follow up on the needs of students.					
Students are empowered to lead Good Things, ask follow-up questions, and lead celebrations.					
COMMUNICATE TARGETS	EXCEL	PROGRESSING	MINIMUM	NOTES	
Teacher uses positive body language and tone.					
Teacher plans and provides activities for recognition, celebration, and affirmation.					
Teacher relates content to students' interests.					
Teacher gives affirmations throughout the lesson.					
The Social Contract is referred to in a positive manner.					

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Peek Inside a Job Alike

Fidelity

Tier 1 School-Wide Fidelity Checklist

The checklist below can help campuses identify areas of Tier 1 that are strong and those that may require additional concentration and improvement at a school-wide level.

Feature	Present	Partial	Absent	Notes
Reach & Respond routine is implemented by all staff to develop positive connections between staff and students.				
Core values and expectations for behavior are established and utilized campus wide (recommended: safe, respectful, responsible).				
Core values are specifically defined and posted in common areas and classrooms as visual cues.				
Core values are explicitly taught to all students on an annual basis and reviewed after school breaks.				
All students are provided with instruction in the campus core values and expectations annually and periodically as needed.				
An acknowledgment system for display of core values is established and utilized by all staff.				
Staff respond to challenging behavior with consistency in language and action.				
Responses to challenging behavior are primarily instructional and focus on teaching expectations and repairing harm.				
A campus team exists and meets regularly to review the effectiveness of Tier 1 behavior systems.				
A campus team(s) meets regularly to review individual student needs for intervention.				
The components of the Tier 1 system listed above are being implemented campus wide with at least 80% fidelity.				
Totals				

9-11 Present	Tier 1 foundation is solid, Tier 2 implementation should begin.
6-8 Present	Efforts to improve the Tier 1 foundation should take place simultaneous with Tier 2 implementation.
0-5 Present	Tier 2 implementation may be hindered by the weakness of Tier 1 systems. Consider addressing features of Tier 1 before proceeding with Tier 2.



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Data-Informed Resource Links

MTSS-B Tier 1: Data-Informed

Click the link to access the resource:	Visual of the Resource
Data-Informed Slides from the Campus Wide Plan	
Behavior Trax - Framework Components	
Implementation Maps	

<https://docs.google.com/document/d/1TeOibkFVTGzgRxEuodITcTfOId83Vnv6f8PH5-h5U/edit?usp=sharing>

Peek Inside a Job Alike

TEAM TALK

- What went well last year with checking fidelity?
- What would be **even better** if this year with checking fidelity?
- Determine **Next Steps**
 - Plan your campus next steps for checking fidelity.
 - Questions to consider:
 - Can we add this to our next team meeting agenda?
 - What do we expect to see across the campus?
 - When will we look to see it?
 - How will we look for it and collect data?
 - Who will look for it?
 - If we see what we expect, what will our next step be? How do we keep it going?
 - If we do not see what we expect, what will our next step be? (Think positive - show a model at staff meeting, give a staff acknowledgement, problem solve, more time, more support, set a campus goal, etc.)

Peek Inside a Job Alike

Month	Topics	School Spotlight
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 El
APR	Program Review Report & Updating Tier 1&2 Plans	Glenn MS

Peek Inside a Job Alike

JAN

Adjusting Staff Schedules for Student Need
& Boosting Implementation/Prepping for the Dip (aka February)

Lone Star MS



Peek Inside a Job Alike

JAN

Adjusting Staff Schedules for Student Need
& Boosting Implementation/Prepping for the Dip (aka February)

Lone Star MS

Thu, Mar 13 at 9:54 AM



We are going streaking

Yessssssssssssssssssss



Try It On

MEETING

If you hosted a Job Alike tomorrow . . .

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



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!"



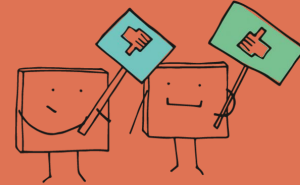


Supporting Structures

- Role of Connector



- 2-way Feedback



- District Behavior Team + Job Alikes = feedback loop

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.



San Angelo District Behavior Team:

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

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 Without a Behavior Director

Innovation is born from the interaction between constraint and vision.
—Marissa Meyer



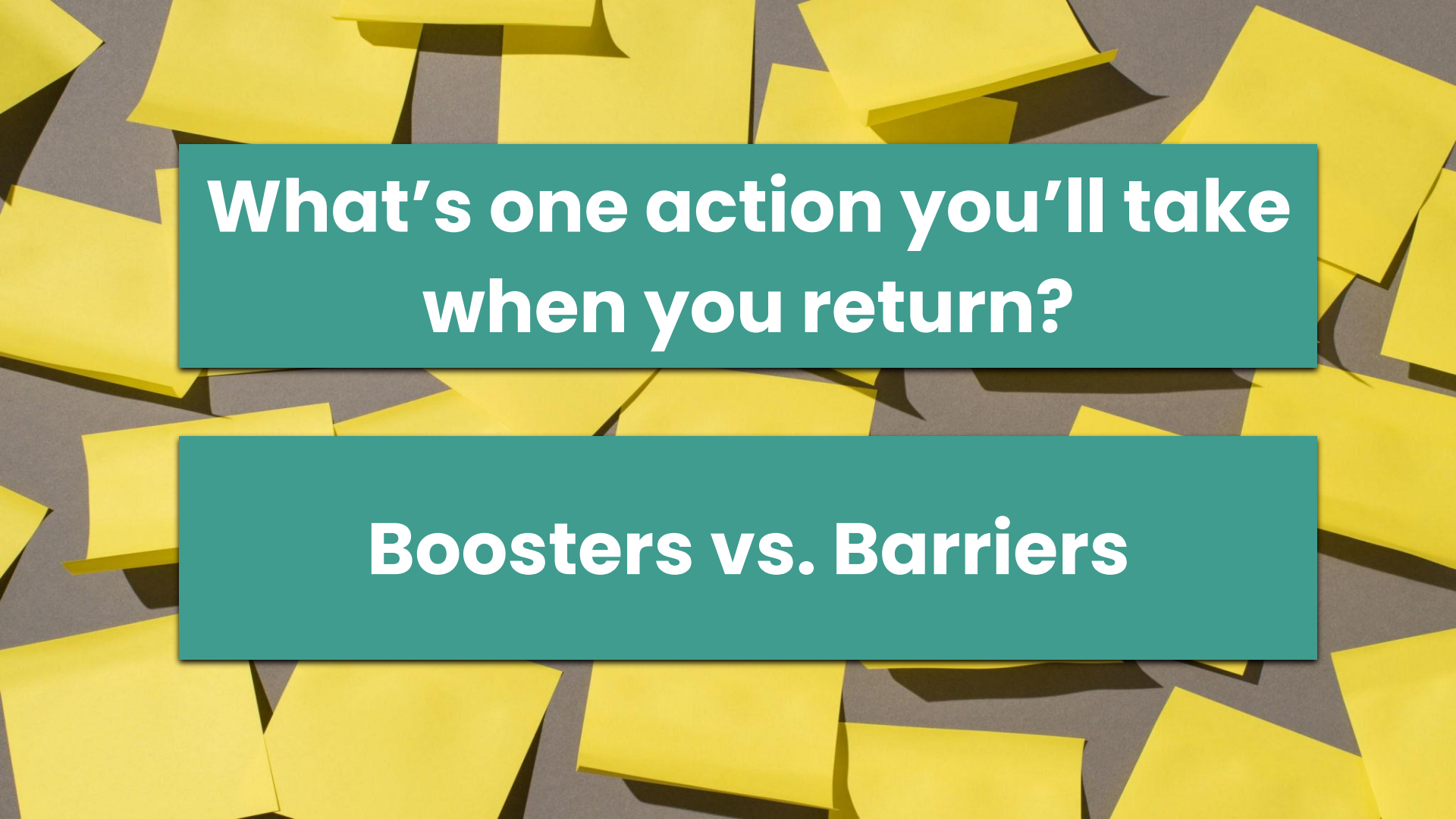
Who could lead it:

- 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?



Launch:

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.”

- Robert John Meehan





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