

Starting From SCRATCH

at Harvest Ridge Elementary School

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About Harvest Ridge Elementary

Building a Strong Foundation



About Harvest Ridge Elementary

Building a Strong Foundation



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Building a Strong Foundation

At HRE, our clubs are all about community, leadership, and making a positive impact.



About Harvest Ridge Elementary

Building a Strong Foundation

HRE values community and strong family engagement. Our popular after-school events and well-attended assemblies reflect our school spirit and commitment to building meaningful relationships that help students thrive.



Group Activity

What is your current reality?

05:00



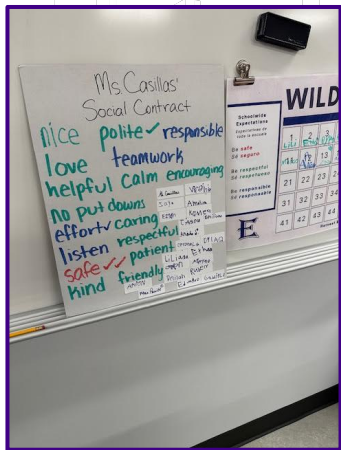
S C R A T C H

Systems of Support



Systems of Support: Tier 1

Proactive Planning



- Collaborated with SpEd Department on expectations and a vision for Solid Roots
 - Focus on building a strong foundational support system
- Conducted BOY (Beginning of Year) planning with campus team
 - Ensured MTSS alignment and consistent implementation across campus



Systems of Support: Tier 2

What Does a Strong Support System Look Like?

Built on collaboration, consistency, and a focus on student growth.

MTSS Meetings: Regular team check-ins to review progress and adjust support.

DBRC Mentors: Staff lead daily Check-In/Check-Out to support behavior goals.

Social Skills Instruction: Weekly small groups teach and reinforce SEL skills.



Systems of Support: Tier 2

DBRC Examples

Name: _____ Date: _____

		7:00-7:35 Breakfast Morning Meeting	7:35-8:35 Science	8:35-9:30 Specials	9:30-10:50 Math	10:50-12:30 Lang. Arts / SS	12:30-1:40 Lang. Arts / SS	1:40-2:10 Recess	2:10-2:30 Intervention
Be safe	5	😊	😊	😊	😊	😊	😊	😊	😊
	3	😊	😊	😊	😊	😊	😊	😊	😊
	1	😊	😊	😊	😊	😊	😊	😊	😊
Be Respectful	5	😊	😊	😊	😊	😊	😊	😊	😊
	3	😊	😊	😊	😊	😊	😊	😊	😊
	1	😊	😊	😊	😊	😊	😊	😊	😊
Be Responsible	5	😊	😊	😊	😊	😊	😊	😊	😊
	3	😊	😊	😊	😊	😊	😊	😊	😊
	1	😊	😊	😊	😊	😊	😊	😊	😊
Feedback Loop:									
My Goal/Strategy for Today (Check-in):		What I Did Well (Check-out):				What Can I Work On (Check-out):			

Student: _____ Date: _____

Daily Behavior Report Card

School-wide Expectation	1 (Expected)	2 (Between)	3 (Denied)
Safe	- Stays in assigned area - Keeps hands, feet and objects to self - Walks with a purpose	- In classroom but out of assigned area - Pushing or horseplay - Littering or running	- Leaves the classroom or building without permission, or skips class - Physical aggression or confrontation
Respectful	- Uses appropriate tone, volume and language - Listens to others and talks in turn	- Makes negative comments, status noise or yells - Makes disruptive noises, talks out of turn	Uses profanity, makes threats or bullying behaviors
Responsible	- Brings necessary materials and personal items - Participates in classroom activities and assignments	- Does not bring or misuses materials or other personal items - Refuses to do work or is off-task	- Vandalism, theft - Plagiarism, cheating

Timing Category	7:00-7:35 Breakfast Morning Meeting	7:35-8:35 Science	8:35-9:30 Specials	9:30-10:50 Math / Science	10:50-12:30 Lang. Arts / SS	12:30-1:40 Lang. Arts / SS	1:40-2:10 Recess	2:10-2:30 Intervention
Safe								
Respectful								
Responsible								
Feedback Loop Submitted								

My Goal/Strategy for Today (Check-in): _____ What I Did Well (Check-out): _____ What Can I Work On (Check-out): _____

Student: _____ Date: _____

Daily Behavior Report Card

Goal Number	1 (Desired)	2 (Between)	3 (Alternation)	4 (Interference)	5 (Disruption)
Escape	Will participate in class and complete all assigned tasks to the best of his ability.	When provided a task list the student will complete his tasks before engaging in a preferred activity.	Will complete tasks when presented in a first than format paired with a preferred activity.	Will complete tasks when presented in a first than format paired with a preferred activity with support.	Refusal to work or sleeping

Timing Category	7:00-7:35 Breakfast Morning Meeting	7:35-8:35 Math	8:35-9:30 Science	9:35-10:30 Language Arts	10:30-11:30 Social Studies	11:30-12:30 Recess	12:30-1:30 Intervention	1:30-2:30 Science
Goal 1 Rating								
Feedback Loop Submitted								
Behavior Support Levels								

Staff Support Level Codes				
V	A	P	D	R
Visual Check	Acknowledged replacement behaviors	Prompted replacement behaviors	De-escalated in class	Removed student from instruction
My Goal/Strategy for Today (Check-in): _____ What I Did Well (Check-out): _____ What Can I Work On (Check-out): _____				



Systems of Support: Tier 3

- DBRC Data Entry
- Daily Targeted Social Skills Lessons
- Push-in/behavior inclusion support provided by Special Education staff



Stand Up, Hand Up, Pair Up

Systems of support



Partner A

Which existing support systems are particularly effective?

02:00



Partner B

Which existing MTSS support systems are particularly ineffective?

02:00



Partner A + B

Collaborate and share ideas to strengthen and improve MTSS frameworks.

02:00



S C R A T C H

Systems of Support

Collaboration



Collaboration: Tier 1

Campus Alignment and Cohesiveness

Campus Alignment: Unified behavior systems with consistent language and expectations across teams.

SpEd Collaboration: Coordinated academic and behavioral support for students with IEPs.

Staff Expectations: Clear roles and responsibilities for Tier 3 support, with training and tools provided.

Weekly Meetings: Ongoing collaboration between SpEd and APs to address student needs and adjust interventions.



Collaboration: Tier 2

Strong Communication and Collaborative Support

MTSS Meetings: Regular team reviews to adjust interventions based on data

Parent Phone Calls: Consistent updates to celebrate progress and engage families

Mentor Collaboration: Daily student check-ins to build relationships and reinforce goals

Check-In/Check-Out: Structured support for daily reflection and accountability

Teacher Communication: Ongoing collaboration to ensure consistent support



Collaboration: Tier 3

Coordinated and Consistent Behavioral Support

Consistent Staff Responses: Staff use empathetic, skill-building strategies supported by ongoing training

Weekly District Collaboration: Regular meetings with district specialists to review data and refine interventions

Monthly Admin Meetings: Review behavioral trends; coordinate campus-wide support

SpEd Staffings: Routine meetings to monitor and adjust individualized supports

Family Communication: Frequent, transparent communication to ensure consistency and partnership



S Systems of Support
C Collaboration
R Reflect
A
T
C
H



Reflection: Tier 1

Collaborative Coaching and Program Alignment with Emergent Tree

On-Site Coaching: Regular Emergent Tree visits provide real-time feedback to strengthen Tier 2/3 supports and classroom practices.

Program Review: Ongoing evaluation of behavior interventions to ensure fidelity and effectiveness.

Monthly SpEd Meetings: Structured collaboration to review student progress and align support strategies for students with IEPs.



Reflection: Tier 2

Is my system operating correctly? How can you tell?

Levels of Reflection

- What does the data show about the student's behavior?
- Is Check-In/Check-Out consistent?
- Is there a strong mentor-student relationship?
- Is the mentor modeling expected behaviors?
- Are small groups showing impact?
- What feedback has been shared in MTSS meetings?



Reflection: Tier 3

Individualized Support and Student Growth

IEP Alignment: Regularly review IEPs to ensure supports match student goals.

Targeted SEL Lessons: Customize social skills instruction to meet IEP needs.

Student Reflection: Encourage self-awareness, celebrate progress, and promote a growth mindset.



Individual Reflection

Reflect on your MTSS-B processes and procedures. What's next?

03:00



S Systems of Support
C Collaboration
R Reflect
A Adjust
T
C
H



Adjust: Tier 1

Targeted Support Through On-Site Coaching

Emergent Tree offers on-site coaching focused on Tier 2, providing hands-on support, real-time feedback, and practical strategies.

Coaches help refine Check-In/Check-Out, strengthen small groups, and ensure data-driven practices, building staff capacity and improving outcomes within the MTSS framework.



Adjust: Tier 2

Building Daily Structure, Skills, and Student Success

DBRC: Daily goal check-ins and reflections with a mentor

Small Groups: Weekly SEL lessons targeting behavior and emotions

Goal Differentiation: Simplify goals for younger students to aid understanding



Adjust: Tier 3 (non SpEd)

Understanding Behavior and Deepening Student Support

FBA: Identifies behavior patterns and root causes—Attention, Escape, Tangible, or Sensory.

Extended CICO: Extra time with a trusted adult for support, reflection, and goal-setting.



Adjust: Tier 3

Flexibility and Responsiveness to Changing Needs

Stay flexible & responsive

Support new staff, subs and incoming students with clear expectations and strong relationships

Regularly adjust schedules and interventions to meet student needs

Ensure a stable, supportive learning environment.



Activity

Making Adjustments

03:00



S Systems of Support
C Collaboration
R Reflect
A Adjust
T Teach
C
H



Teach: Tier 1

Program Communication and Targeted Support

Newsletter Highlights: Recognize positive behavior to reinforce school wide expectations



1:1 Skill Sessions: Teach missing SEL skills in supportive, student-focused meetings

Weekly MTSS Meetings: Review progress and align interventions with MTSS Co-Chairs



Teach: Tier 2

Building Skills and Relationships for Positive Behavior

Teachers & Mentors:

- Train mentors on effective CICO and relationship-building
- Teach feedback loops and de-escalation strategies

Students:

- Weekly small groups for practicing positive behaviors in a supportive setting



Teach: Tier 3

Building Capacity Through Targeted Staff and Student Instruction

Social Skills Instruction: Structured lessons on SEL skills like regulation, communication, and problem-solving



Behavior Function Training: Teach staff the 4 functions of behavior to address root causes

FBA & Data Training: Train staff on FBAs, ABC data, and using data to guide interventions



S Systems of Support
C Collaboration
R Reflect
A Adjust
T Teach
C Connect
H



Connect: Tier 1

Building Strong Connections Across Systems

Campus Collaboration: Align with staff across roles to create consistent student support



ET & District Teams: Stay connected to apply best practices and access resources

Family Engagement: Keep communication open and involve families as active partners



Connect: Tier 2

Connection is the Key

Mentors: Daily check-in/out builds strong student relationships. Every child deserves a caring adult connection. Why does this matter?

Teachers: Teachers lead DBRCs—support them so they don't feel alone. What are 3 ways you can support them?

Families: Simple connections (events, calls, greetings) help families feel valued and safe. Why is this important?

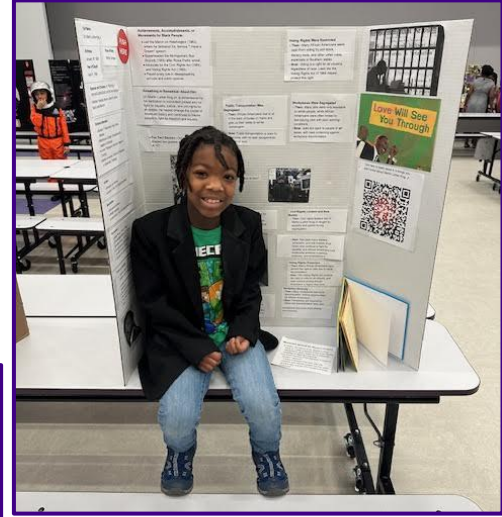


Connect: Tier 3

Establishing rapport and relationship with students and their families

Supporting teachers in the classroom

Be present in the school



S Systems of Support
C Collaboration
R Reflect
A Adjust
T Teach
C Connect
H Help



Help: Tier 1

Supporting Staff and Promoting Accountability

Staff Support: Provide coaching, PD, and feedback to help staff build confidence in behavior support



Clear Expectations: Set and monitor consistent roles to ensure accountability and fidelity

Whole-Child Focus: Align staff efforts to support students' academic, behavioral, and SEL needs



Help: Tier 2

Empower, Equip & Teach

Mentors: Empower mentors to confidently support student success

Teachers: Equip teachers with de-escalation tools to maintain a safe environment

Students: Teach students how to seek help; support levels vary by need

Safe Place: Use calm spaces to help students self-regulate and return to learning



Help: Tier 3

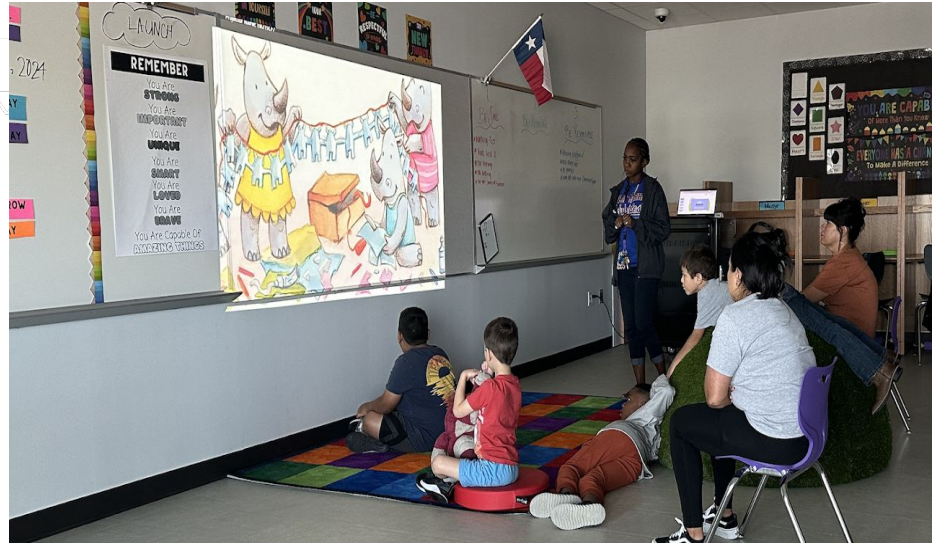
Empowering Students with Self-Awareness and Emotional Regulation

Teach students to recognize the link between thoughts, feelings, and actions

Help students identify emotions/understand triggers

Promote healthy coping strategies like breaks, calming tools, or asking for help

Build self-regulation skills



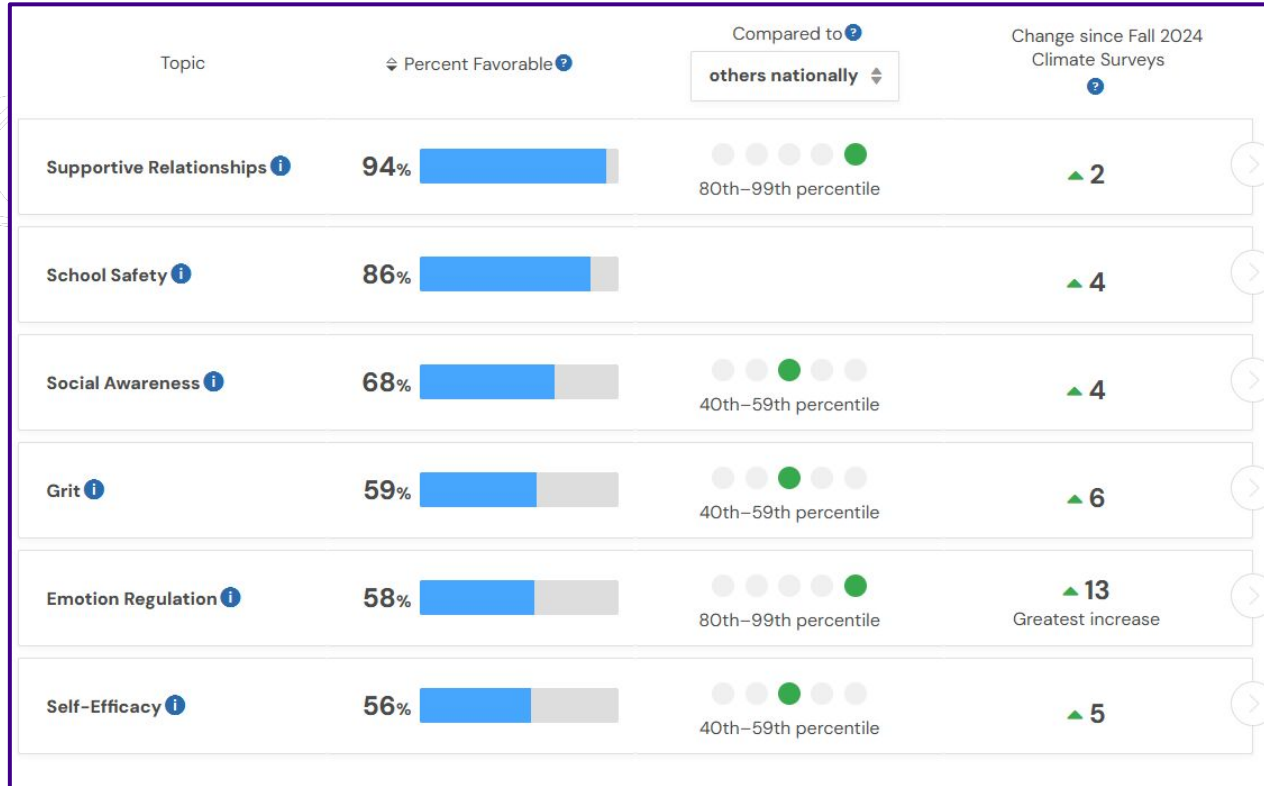
Connecting + Helping Others

Aligning and Adjusting



Impact on Student Outcomes

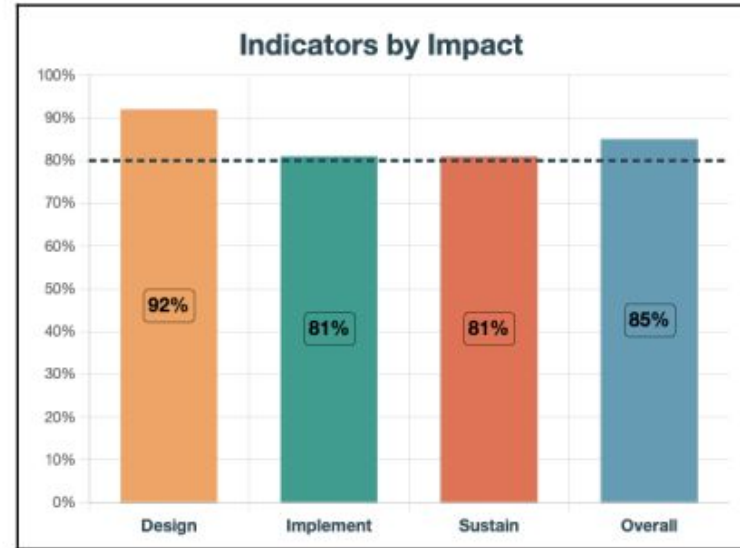
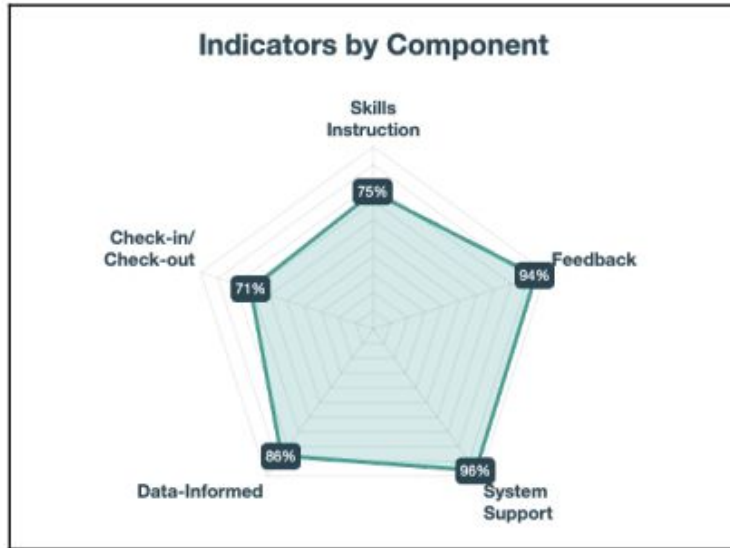
Panorama Student Survey Results



Impact on Student Outcomes

Tier 2 Program Review

Campus Overall: Tier 2



Impact on Student Outcomes

Coaching Summaries



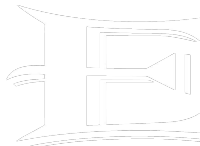
Harvest Ridge		
	Fall (Sept)	Winter (Dec)
System Support	Design	Scale
Skill Instruction	Not discussed	Scale
Check-in/Check-out	Not discussed	Sustain
Scheduled Feedback	Not discussed	Scale
Progress Monitor	Not discussed	Scale



Impact on Student Outcomes

Tier 2 and 3 Implementation Averages

Tier 2 Implementation Averages



	System Support			Skill Instruction			Check-in/Check-out			Scheduled Feedback			Progress Monitor		
	Fall	Winter	+/-	Fall	Winter	+/-	Fall	Winter	+/-	Fall	Winter	+/-	Fall	Winter	+/-
Harvest Ridge	11%	61%	+50	N/A	56%	+56	N/A	75%	+75	N/A	64%	+64	N/A	71%	+71

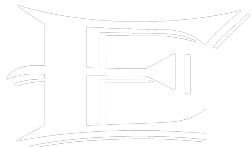
Tier 3 Implementation Averages

	System Support		Skill Instruction		Monitor & Prompt		Check-in/Check-out		Scheduled Feedback		Student Plans		Progress Monitor	
	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)
Harvest Ridge	88%	100% +12	73%	93% +20	Not discussed	47% +47	81%	94% +13	Not discussed	Not discussed	Not discussed	56% +56	Not discussed	63% +63



Impact on Student Outcomes

Tier 3 Coaching Summaries



ELGIN ISD

Tier 3 Campus Coaching Summaries

	System Support		Skill Instruction		Monitor & Prompt		Check-in/Check-out		Scheduled Feedback		Student Plans		Progress Monitor	
	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)	Fall (Sept)	Winter (Dec)
Harvest Ridge	Sustain	Sustain	Scale	Sustain	Not discussed	Pilot	Sustain	Sustain	Not discussed	Not discussed	Not discussed	Scale	Not discussed	Scale



Next Steps

Student Input

Question	Response
What can teachers or other adults at school do to better help you?	Las maestras ayudar me con mathematica o ciencias amaran los zapatos.
	Las maestras me puede ayudar con si tiedo lo que estan hablando.
	Mi maestro me puede ayudar a calmarme.
	Teacher can help me by showing how to be safe respectful and responsible
	Teachers can help me by making me feel better .
	Teachers Can help me by supporting us if we're sad.
	Teachers and adults at school do better by asking students what if their ok.
	Teachers at school can help me by showing me not telling me.
	Teachers at school can help me by giving us a little more courage.
	Teachers at school can help me by making a calm corner.
	Teachers at school can help me by spending time with a sad student.
	Teachers at school can help me by talking with us if there is a problem.
	Teachers at school can help me by trusting in me whenever I tell them something.
	Teachers can help me by asking about my feelings.
	Teachers can help me by cheering up if i fail.
	Teachers can help me by understanding how I feel towards other students in this school, and how I feel.
	Teachers can help me more by caring a little bit more when someone hit their head, or fall.
	teacher at school can help me by I want the teacher to believe me because they never believe when I try to tell them something
	teachers can help me by checking on students a little more.



Establish Goal

Based on your learning, identify a specific goal for improving and adapting MTSS-B practices to more effectively meet the needs of students on your campus or within your district.

03:00



“The secret to success is to start from scratch and keep on scratching”
-Dennis Green
NFL Coach, 1991-2006

