



Building on Success —
Thriving
(Not Just Surviving)
With SW-PBS



June 3, 2025
Missouri SW-PBS Summer
Institute

Session Outcomes

- Identify ways to use data to refine SW-PBS practices.
- Learn how to target social-emotional (SEL) skills as part of an MTSS process.

Presenters

Dr. Sarah Sieminski
Principal
Union Chapel Elementary

Ms. Beth Dusin
School Counselor
Union Chapel Elementary

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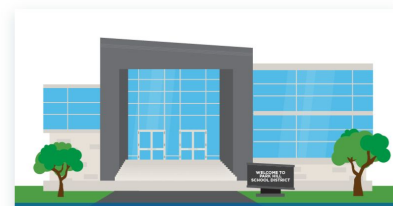
Warm Welcome



Norms



Park Hill by the Numbers



We Have 20 Schools

- The Park Hill School District has ...
- Two traditional high schools (grades 9-12)
 - One innovative, personalized high school program
 - Four middle schools (grades 6-8)
 - Eleven elementary schools (grades K-5)
 - One day school for students who need a therapeutic learning environment (grades K-12)
 - One early childhood education center (ages 3-5)



Our Students are Beautifully Diverse

Our students come from many backgrounds, and our enrollment reflects the diversity of our community.

- 66.1% white
- 12.7% Black
- 10.6% Hispanic
- 5.9% multi-racial
- 3.1% Asian
- 1.2% Pacific Islander
- 0.5% American Indian

11,698
ENROLLED

We Have 11,698
Students

We had 11,698 students enrolled last year. Over the last 30 years, our enrollment has grown slowly and steadily.

94%
WOULD RECOMMEND

More Than 94%
Recommend Us

More than 94% of our community would be likely to recommend us to a friend or family member, according to our annual phone survey.

82%
CERTIFIED TODAY WITH A MASTER'S DEGREE OR HIGHER

Our Teachers are
Highly Skilled

More than 82% of our educators have at least a master's degree, and many also have education specialist and doctoral degrees.

BUILDING SUCCESSFUL FUTURES
EACH STUDENT • EVERY DAY



Park Hill School District

Union Chapel Elementary

- Suburb of Kansas City
- Park Hill School District
- K-5 school with 606 students
- Demographic profile:
 - 25% minority students
 - 14% F/R lunch



Union Chapel Mission Statement

The Union Chapel community upholds high standards as we inspire students to achieve their personal best in a safe, caring environment so they will become successful lifelong learners and citizens of character.



Park Hill School District



Building Upon Love

2024-2025 Union Chapel Theme

Once a Gator, Always a Gator

- About 60% of students attend Union Chapel for all six years
- Addition of new school for 25/26 brings new students to UC



Park Hill School District



Our SW-PBIS Journey



In 2024, we were recognized for 10 Years Sustaining Fidelity

Park Hill School District 2023 - 2028 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

MISSION
Through the expertise of an engaged staff, the Park Hill School District provides a relevant education in a safe, caring environment to prepare each student for success in life.

MEASURES

- Graduate Profile Index
- Academics Index
- Culture Index
- Systems Index

CORE VALUES

- Visionary Leadership
- Integrity
- Student Focus
- High Expectations
- Continuous Improvement
- Equity

GOAL
Build successful futures for Park Hill students of all backgrounds

ACADEMICS
Implement the Park Hill teaching and learning model where students learn through experiences and inquiry.

SYSTEMS
Maximize Park Hill human and financial resources and address aging facilities in order to remove barriers to learning.

CULTURE
Create an environment where all students, staff, and members of the Park Hill Community feel a sense of belonging.

**BUILDING SUCCESSFUL FUTURES
EACH STUDENT • EVERY DAY**

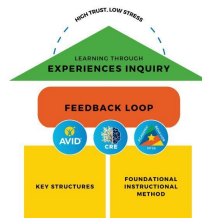
PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe:

- ★ All behavior is communication
- ★ All behavior is learned, and positive behavior can be taught
- ★ Teaching both positive and academic behavior is our responsibility
- ★ Positive student-teacher relationships are essential to student success
- ★ Every student is deserving of positive relationships with staff, regardless of behavior
- ★ Proactive practices are more effective than punitive practices at promoting positive behaviors
- ★ Individual student needs require unique approaches
- ★ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences

Park Hill School District
Building Successful Futures • Each Student • Every Day

3 Lanes of Professional Development



MTSS
MTSS is a system for both academics and behavior/PBIS.

Data based decision making, integrating teams, curriculum fidelity, and protected intervention time are all part of our MTSS journey.

NEE Indicator 5.2b
The teacher uses effective discipline that promotes self-control.



K-12 AVID Schoolwide
AVID Schoolwide provides learning continuity and career and college readiness for students. It includes WICOR and the four domains: leadership, systems, culture, and instruction. Park Hill will be the first Missouri district with systematic K-12 AVID implementation!

NEE Indicator 4.1
The teacher uses instructional strategies that lead students to problem-solving and critical thinking.



CRE
Our continued journey in providing low stress, high trust classrooms continues.

Strategies include feedback, Ignite, Chunk, Chew, Review, cooperative learning, teacher as a warm demander, and more!

NEE Indicator 10.1
Culturally Responsive Instructional Strategies (Designed specifically for Park Hill)

Now tell us about you!

Objective #1

Identify ways to use data to refine SW-PBS practices

What school-wide practices would we like to refine?

What data already exists that we might use?

How do we know if our interventions are working?

Park Hill School District
Building Successful Futures • Each Student • Every Day

What will bring the greatest relief to core constituents?

Existing Data Sources

- Student Information System
- SWIS and/or Panorama
- Academic assessment data
- PBS Surveys
 - Tiered Fidelity Inventory
 - Self-Assessment Survey

Student Information System

- Attendance or tardiness
- Grades
- Missing work
- Graduation progress
- Other?

SWIS

- Office referrals
- Triangle data
- Tiered Fidelity Inventory
- Self-Assessment Survey

Informal Sources

- Parent feedback
- Water cooler conversations
- Social media chatter

Gauging Success

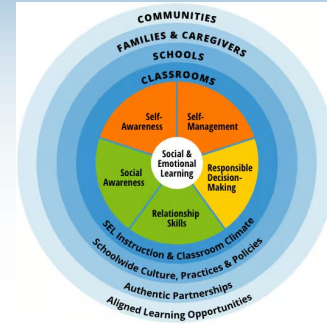
1. Defining Success
 - a. Clear goals
 - b. Key Performance Indicators
2. Data Collecting & Tracking
 - a. Baseline metrics
 - b. Regular audits
 - c. Continuous improvement
3. Measuring Impact
 - a. Efficiency and effectiveness
 - b. Customer satisfaction
 - c. Quality improvement

Objective #2

Learn to target social-emotional skills as part of an school-wide MTSS process

- What skills do students need to be successful?
- How can we identify students with missing skills?
- How do we determine if a student has the skill but chooses not to use it?
- How will we know if students are acquiring the skills?

CASEL's SEL Framework



A Tiered Approach to SEL*

Tier 1: Everybody (System-based)

Examples: SW-PBS, AVID, class meetings, school counselor curriculum, Character Strong

Tier 2: Some people

Examples: Social skills groups, CICO, attendance interventions

Tier 3: A few people

Examples: Check & Connect, individual counseling

Skill vs. Will

Missing skills require explicit teaching and consistent practice.

Lack of willingness requires an incentive to display or generalize behavior.

Barriers to Change

We've always done it this way.

Shouldn't their parents...?

They should know by now...

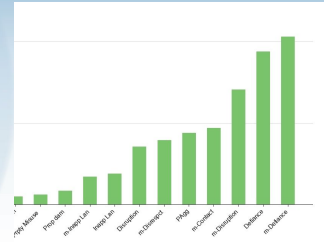
How's that working out for you?



A good question!



SWIS Data



SEL Screeners (SSRS-IE)

Externalizing

- Steal
- Lie, cheat, sneak
- Behavior problem
- Peer rejection
- Low academic achievement
- Negative attitude
- Aggressive behavior

Internalizing

- Emotionally flat
- Shy, withdrawn
- Sad, depressed
- Anxious
- Lonely

Resources

[Assessment Tools \(CASEL\)](#)

[A Multi-Tiered Approach to Supporting SEL \(Edutopia\)](#)

[Process Improvement Overview](#)

[Resources \(Panorama\)](#)

Optimistic Closure

What ideas do you have about refining your schoolwide practices?
How can you imagine implementing tiered interventions for SEL skills?



Contact US



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Please remember to complete the session feedback survey in the Guidebook app