

DESTINATION

Alignment





INTRODUCTION

Presenters:

Kayla Taylor, Ed.S.
District Behavior Interventionist



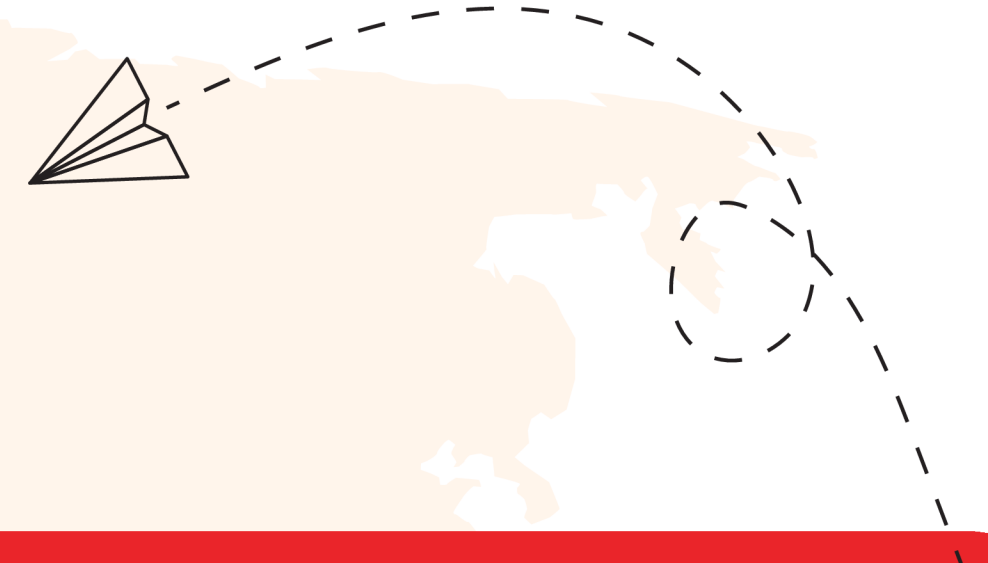
Sarah Gregory, M.Ed.
Director of Special Services



*Pleasant Hill R-III School District
Multi-Tiered Systems of Support*



SESSION OUTCOMES



- *Understand a districtwide framework for building consistent Tier 2 and Tier 3 intervention systems that improve both staff collaboration and the use of data to monitor and strengthen academic and behavioral supports*
- *Receive practical tools and strategies for using shared data spreadsheets to track intervention implementation and make informed decisions*





BAGGAGE CLAIM

What is weighing you down in your current model?

What tools would you like to pack up today to take back to your district?

PLEASANT HILL R-III SCHOOL DISTRICT

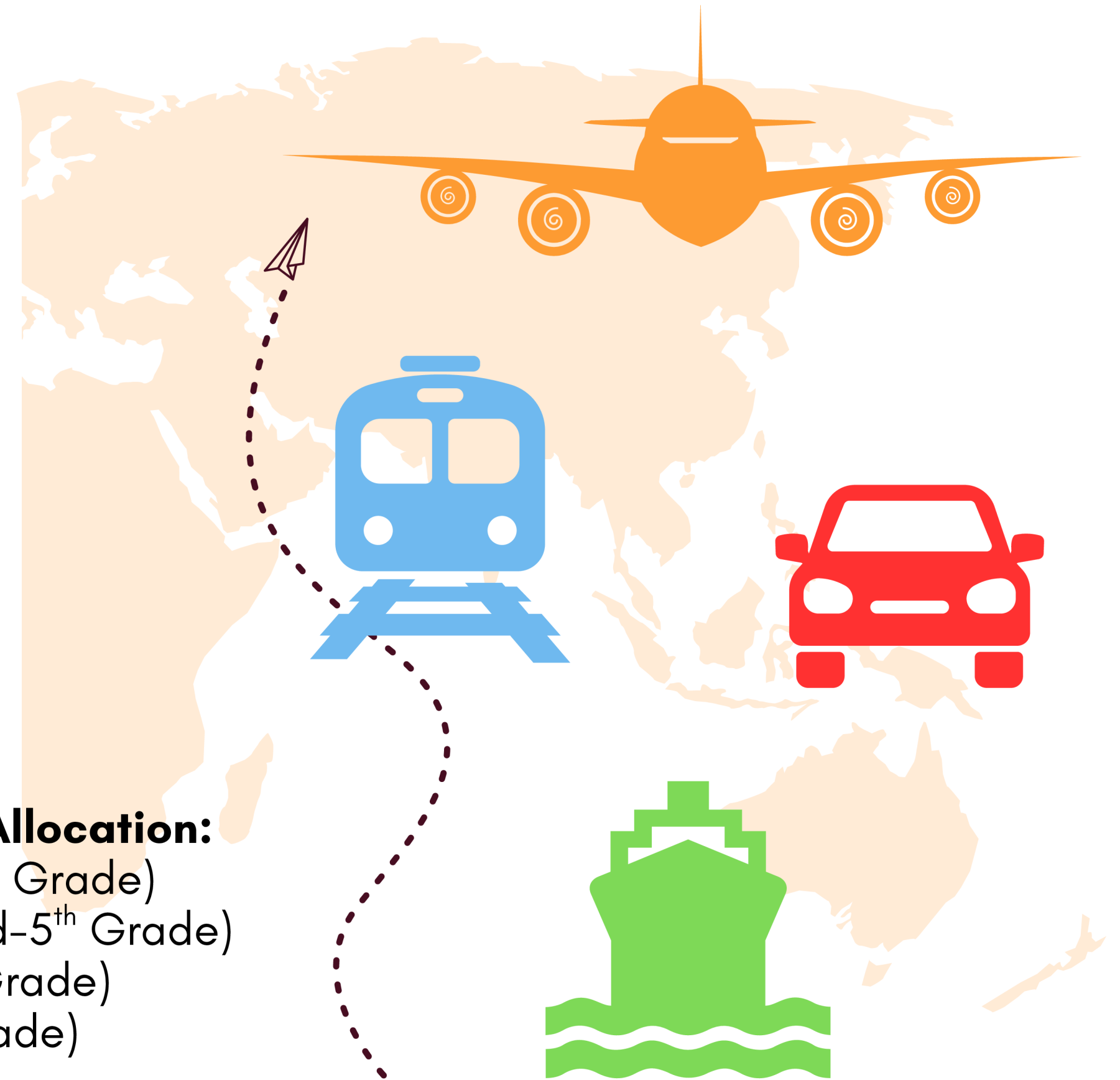
Get to know us...

Former Facilities Allocation:

- Primary (PreK-2nd Grade)
- Elementary (3rd & 4th Grade)
- Intermediate (5th & 6th Grade)
- Middle (7th & 8th Grade)
- High (9th -12th Grade)

26-27 Facilities Allocation:

- Primary (PreK-2nd Grade)
- Intermediate (3rd-5th Grade)
- Middle (6th-8th Grade)
- High (9th -12th Grade)



THE “VEHICLE” MAY LOOK DIFFERENTLY, BUT...

Our systematic ROUTE must be aligned!

This session will layout our district wide goals of:

- Aligning People
- Aligning Practices
- Aligning Data Collection

...to strengthen student academic, behavioral, and social-emotional interventions!



ALIGNING PEOPLE

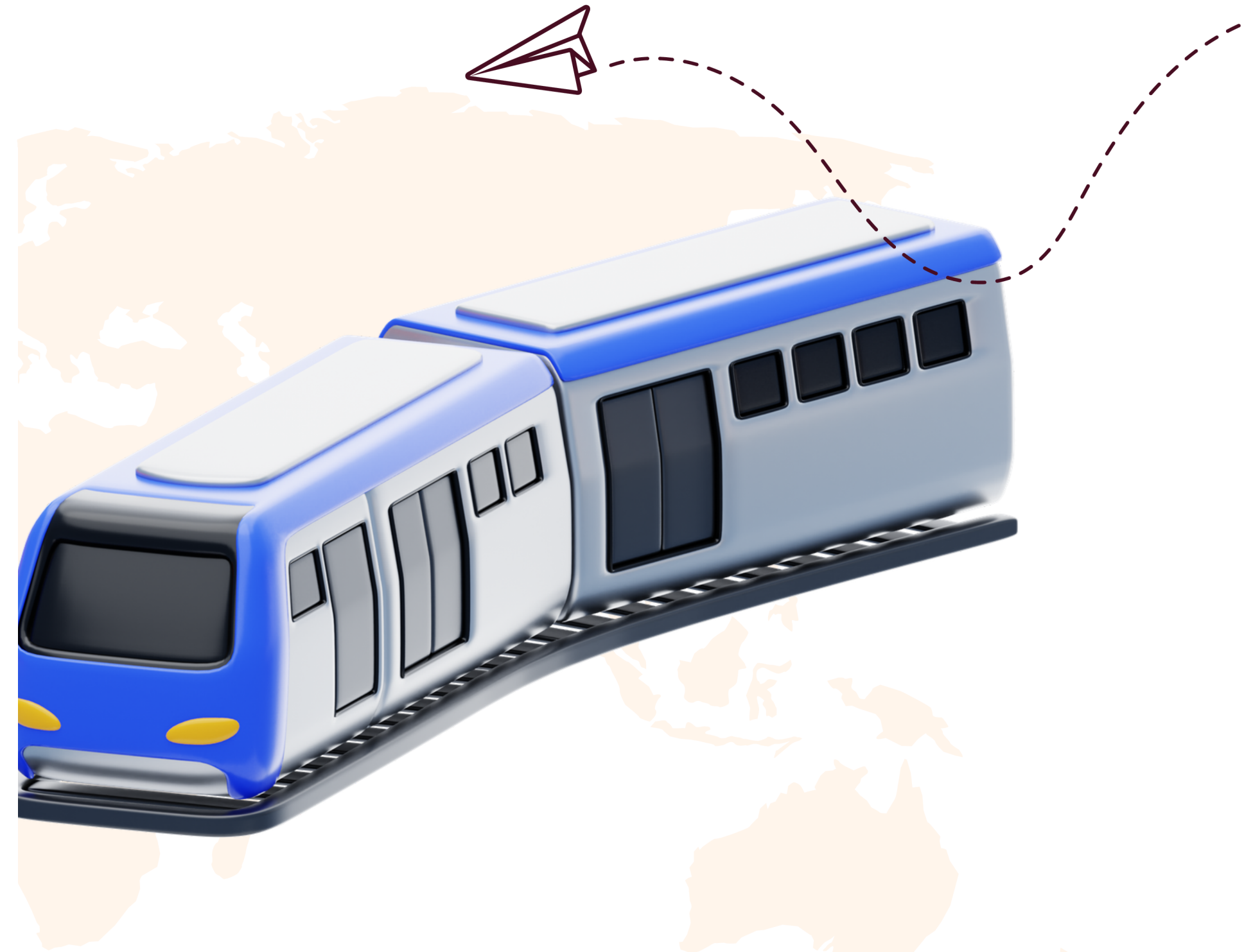


Our district had been operating in isolated workflows across different processes that weren't effectively communicating or aligned with one another. This fragmentation created inconsistencies in how interventions were executed across buildings and roles, as well as, how data was collected. To address this, we shifted toward a more unified, systems-based approach that intentionally aligns our processes and strengthens coordination. This allowed us to better engage our staff, clarify designated roles, and ensure a more consistent and cohesive experience across all buildings.

Turn & Talk - What does your staffing look like to support interventions and the MTSS model, in order to make informed decisions about student progress?

STAFF ROLES

- Tier 1 (Building)
 - Staff Roles
 - Classroom Teachers/ PLC's
 - PBIS Teams
- Tier 2 & 3 (Building)
 - Staff Roles
 - Problem-Solving Team
 - Meetings/Roles
 - Success Center Paraprofessionals
 - Counselor
 - Specialists/Interventionists
- MTSS (District)
 - Staff Roles
 - MTSS - Select per building
 - Aligned to PLC, PST & PBIS



Travel stop: What questions do you have so far?

SSC Purpose: Provide a structured, safe and supportive space for students to regulate emotions, reflect, and return to learning ready and calm.

Types of Visits:

- Proactive Visits: scheduled or preventative check-ins to practice strategies and build emotional awareness.
- Reactive Visits: occur after a behavioral or emotional escalation. Focus on calming, reflection, and problem-solving before returning to class.

Triage:

- A short check-in to identify the student's emotional state and needs.

Movement:

- Guided physical or hands on activity that help students reset and refocus.

Activities Used:

- Everyday Speech
- Puzzles, LEGOs, drawing, games, etc.
- Fidgets for sensory regulation

De-escalation Tools:

- Fidgets and sensory items
- Deep breathing and mindfulness techniques
- Swing or rocking chair for calming
- Triage conversations to process emotions
- Offered Snack or Water, as needed per student plan

Timers:

- Students set 5 minute timers for self-regulation breaks.
- Success center paraprofessional will take over the timer in reactive situations until student regulates emotions/behaviors.

Returning to Class:

- Students re-enter the classroom calm, quiet, and ready to engage in learning. They've identified coping tools and reflected on how to move forward successfully.



STUDENT SUCCESS CENTER PROCESS



PHR3 STUDENT SUCCESS CENTERS



ALIGNING PRACTICES

Our next step was to establish a consistent process for collaboration and documentation across all buildings. Previously, practices varied, which made it difficult to ensure a smooth and accurate transition of student information from one building to the next. We worked to align these practices so information could flow more seamlessly while maintaining strict confidentiality standards. At the same time, we emphasized empowering teachers to problem-solve independently at a Tier 1 level before moving to more intensive Tier 2 interventions. Another critical shift was creating documentation that builds over time rather than being recreated each year; allowing educators to see which interventions have been attempted, which were successful, and which were not, so they can make more informed decisions moving forward.



Turn & Talk - What practices are currently "spinning your wheels" and you are needing to redefine?

COLLABORATION & CONSISTENCY

- Tier 1 (Building)
 - Process:
 - Tier 1 Spreadsheet
- Tier 2 & 3 (Building)
 - Problem-Solving Team
 - Process:
 - Student Profile Sheet
- MTSS (District)
 - Process:
 - Establish, Evaluate, and Enhance our district's multi-tiered system of supports

Travel stop: What ideas (or suggestions) might you have now?



TIER 1 SPREADSHEET - PLC TIME

File Edit View Insert Format Data Tools Extensions Help										
Search Menus 100% \$ % .0 .00 123 Arial 10 B I A [Icons]										
A1 Student Name										
A	B	C	D	E	F	G	H	I	J	
1 Student Name										
2 Referring Teacher(s)										
3 Today's Date										
4 Reason for Referral (*Use drop down & check all that apply)	▼	▼	▼	▼	▼	▼	▼	▼	▼	
5 *MTSS Flowchart	▼	▼	▼	▼	▼	▼	▼	▼	▼	
6	▼	▼	▼	▼	▼	▼	▼	▼	▼	
7 Made Parent Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8 Strengths/Positives (select all that apply): Portrait of Learner Proficiency Scales	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	
9	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	
10	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	Select one ▼	
11	Explain:	Explain:	Explain:	Explain:	Explain:	Explain:	Explain:	Explain:	Explain:	
12 Academic Concerns (if applicable - ex: specific areas of concern)										
13 Behavior Concerns (if applicable - ex: classroom minors, discipline logs)										
14 Visits to Nurse, Counselor, Other)	▼	▼	▼	▼	▼	▼	▼	▼	▼	
15 Behavior Strategies to Try at Tier 1 (*Use drop down & check all that apply) *Additional Strategies	▼	▼	▼	▼	▼	▼	▼	▼	▼	
16 Academic Strategies to Try at Tier 1 (*Use drop down & check all that apply) *Additional Strategies	▼	▼	▼	▼	▼	▼	▼	▼	▼	

TIER 2 - PST/STUDENT PROFILE SHEET

←

Document tabs +

- Criteria for a Tier 2 Refer...
- Student Backg... 3
 - 0 Kindergarten
 - 1 First Grade**
 - 2 Second Grade
 - 3 Third Grade
 - 4 Fourth Grade
 - 5 Fifth Grade
 - 6 Sixth Grade
 - 7 Seventh Grade
 - 8 Eighth Grade
 - 9 Ninth Grade
 - 10 Tenth Grade
 - 11 Eleventh Grade
 - 12 Twelveth Grade

Pleasant Hill Primary School: First Grade Student Profile

Date

Any additional information added after the initial PST referral, please use a different text color.

Name of Referring Teacher(s):	*Must make parent contact prior to initial PST referral* Date of Parent Contact(s): Date
Current Services: N/A Date(s): N/A Date(s):	PST Meeting Dates: Date Date Date

Reason for Referral (check all that apply):

Academic Behavior Social/Emotional

Strengths (Select all that apply):
*Portrait of a Learner

Academic	Behavior/ Social Em
<input type="checkbox"/> Select Strength	<input type="checkbox"/> Select Stre
<input type="checkbox"/> Select Strength	<input type="checkbox"/> Select Stre
<input type="checkbox"/> Select Strength	<input type="checkbox"/> Select Stre

Other:

Prevention strategies you have tried in the classroom: (please check all that apply)

Academic	Behavior/ Social Em
<input type="checkbox"/> Preferential Seating	<input type="checkbox"/> Frequent Breaks
<input type="checkbox"/> Separate/Quiet Location	<input type="checkbox"/> Triage (check-in/check-out)
<input type="checkbox"/> Chunking Assignments	<input type="checkbox"/> Peer Model

Pleasant Hill Primary School: First Grade Student Profile

Date

-----TO BE COMPLETED DURING PST-----

Academic			
Missing Skills/ Suggested Supports	Describe Concerns (Specific/Factual): <i>PST member transfers From Tier 1 Spreadsheet</i>		
Strategies Already Used in the Classroom	Describe Concerns (Specific/Factual): <i>PST member records from teacher report</i>		
RSP LINK (if applicable)	Fall	Winter	Spring
NWEA Reading %ile			
NWEA Fluency %ile			
NWEA Math %ile			
RTI Data			
Title or Small Group Data			
Current Attendance % (date)			
Target Goals - (What is an attainable goal(s) for the student?)	*No more than 1-2 goals at a given time. Goals are written in positive language. 1. 2.		
Student Academic Support Plan -	Action/Intervention:	Person Responsible:	
	1. 2.	1. 2.	

TIER 2 - PST/STUDENT PROFILE SHEET

Behavior/ Social Emotional	
Problem/Exhibiting Behavior - What is the student doing?	Describe Behaviors (Specific/Factual): <i>PST member transfers From Tier 1 Spreadsheet</i> •
Strategies Already Used in the Classroom	Describe Concerns (Specific/Factual): <i>PST member records from teacher report</i> •
<p>Pleasant Hill Primary School: First Grade Student Profile</p> <p>📅 Date</p>	
Setting Events - Where does the behavior occur?	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallways <input type="checkbox"/> Bathrooms <input type="checkbox"/> Cafeteria
Time of Day - When does the behavior occur?	<input type="checkbox"/> Playground <input type="checkbox"/> Large Group (i.e. Assembly) <input type="checkbox"/> Other:
Antecedents - What occurs immediately before the behavior?	<input type="checkbox"/> All Day <input type="checkbox"/> Arrival <input type="checkbox"/> Morning
Positive Reinforcement - What motivates the student?	<input type="checkbox"/> Mid-Day/Lunch <input type="checkbox"/> Afternoon <input type="checkbox"/> Dismissal <input type="checkbox"/> Periods: ____
	<input type="checkbox"/> Academic Demand <input type="checkbox"/> Non-Academic Demand <input type="checkbox"/> Denied Preferred Activity/Access (i.e. chromebook) <input type="checkbox"/> Transition
	<input type="checkbox"/> Not Receiving Attention <input type="checkbox"/> Peer Provoked <input type="checkbox"/> Staff Redirection <input type="checkbox"/> Other:
	<input type="checkbox"/> Adult Approval <input type="checkbox"/> Peer Approval <input type="checkbox"/> Competitive Approval <input type="checkbox"/> Independent Rewards
	Student Forced Choice Reinforcement Survey: [LINK HERE]

Target Goals - (What is an attainable goal(s) for the student?)	*No more than 1-2 goals at a given time. Goals are written in positive language. 1. 2.	
Student Behavior Support Plan -	Action/Intervention:	Person Responsible:
	1. 2.	1. 2.
Intervention & Assessment History:		
	Academic	Behavior/Social Emotional
Intervention		
Interventionist		
Date Initiated		
<p>Pleasant Hill Primary School: First Grade Student Profile</p> <p>📅 Date</p>		
Frequency		
Assessment/ Progress Monitoring Data		
Additional Notes (if needed):		
<div style="border: 1px solid black; height: 40px;"></div>		
<p>-----TO BE COMPLETED ONLY IF INITIATING A TIER 3 PLAN-----</p>		



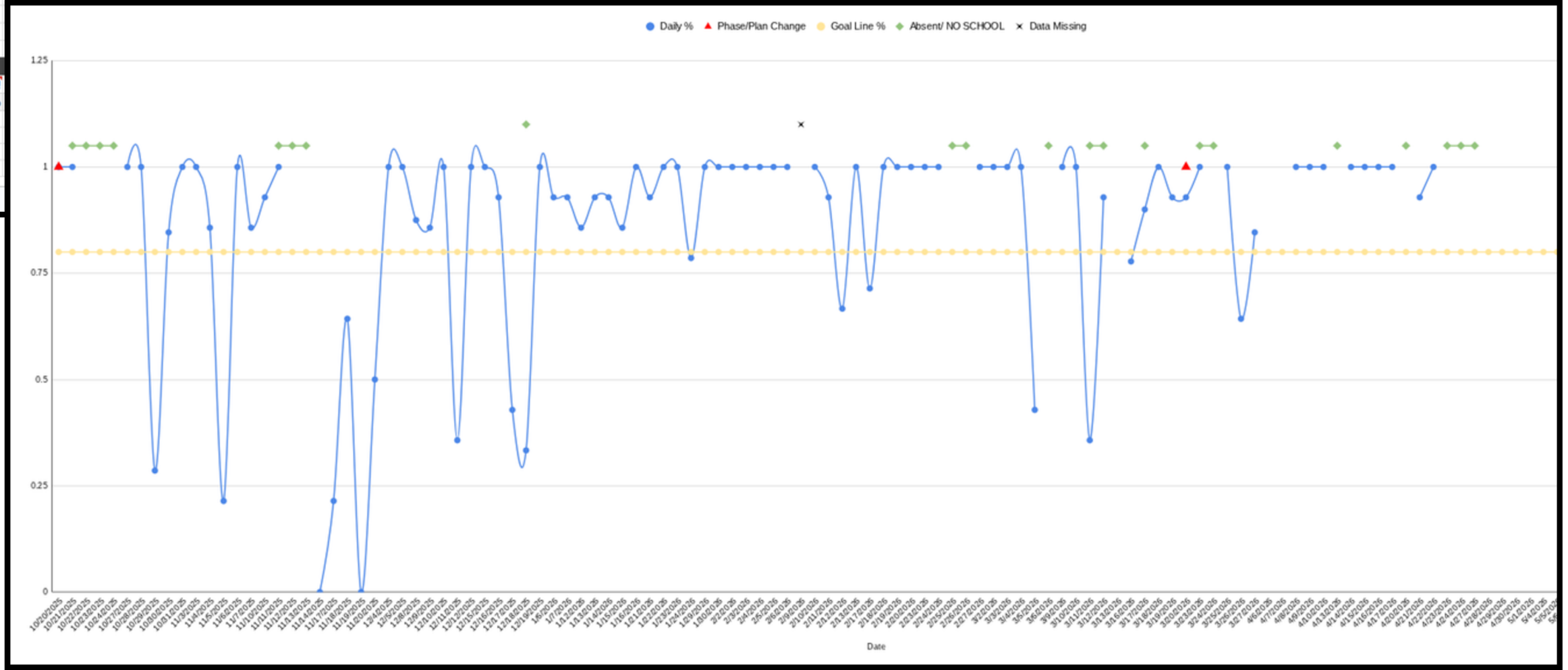
ALIGNING DATA COLLECTION



Our next priority was to establish a consistent and aligned process for data collection across all tiers of support. This includes clearly defined systems for tracking Student Success Center data for Tier 2 and Tier 3 interventions, as well as ongoing student reinforcement data. We are bringing together multiple data sources; such as progress monitoring, benchmark assessments, grade checks, attendance, and social-emotional and behavioral indicators, into a cohesive framework. In addition, we are standardizing how qualitative and quantitative data are captured, including teacher and specialist observations, behavior and academic tracking tools, common formative assessments, and work samples. By creating a unified system, we can ensure that data is meaningful, accessible, and actionable; supporting more informed decision-making and stronger outcomes for students.

Turn & Talk - What is one area of uncertainty in regards to your current process for data collection that, if clarified, would improve your MTSS approach?

Student Name:		C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	
1	Student Name:																						
2	Goal:																						
3	Intervention	ex: Everyday Speech																					
4	Weekly Progress Monitoring & Attendance	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	00/00 - 00/00	
5	Tuesday																						
6	Wednesday																						
7	Thursday																						
8	Friday																						
9	Weekly Data % of Daily Routine	#DIV/0!																					
10	Daily Data %																						
11	Typical Routine	Time / Date:	4/22/2026	4/23/2026	4/24/2026	4/25/2026	4/26/2026	4/27/2026	4/28/2026	4/29/2026	4/30/2026	5/1/2026											
12																							
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36	Daily %	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
37	Goal Line %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
38	Phase/Plan Change																						
39	Absent/ NO SCHOOL																						
40	Data Missing																						
41																							



REFERRING TEACHER	GRADE (-_)	DATE (_/_) i.e. 3/12	TIME IN (15 min. time slots)	REASON	PROACTIVE / REACTIVE	BEHAVIOR	LOCATION OF INCIDENT	DURATION OF TIME IN SSC i.e. 5	TRIAGE ADULT	ADDITIONAL NOTES	Proactive 755	Reactive 50	Caseload 55	ISS 5
Heflin	5th	4/6	10:00	Tri...	Proact...	See N...	Other	20 m...	SSC ...	morning check in/mini lesson				
Heflin	5th	4/6	10:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	morning check in/folder				
Heflin	6th	4/6	10:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	morning check in/folder				
Heflin	6th	4/6	10:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	morning check in/folder				
Heflin	6th	4/6	10:30	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	morning check in after RT				
Heflin	5th	4/6	10:30	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	11:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	11:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	11:15	Ea...	Proact...	See N...	Other	5 mi...	SSC ...	earned reward-gold				
Heflin	5th	4/6	11:15	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	11:15	Tri...	Proact...	See N...	Other	10 m...	SSC ...	mini lesson				
Heflin	5th	4/6	11:45	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	12:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	12:15	Ea...	Proact...	See N...	Other	5 mi...	SSC ...	earned reward-gold				
Heflin	5th	4/6	12:15	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	12:30	Alt...	Proact...	See N...	Other	15 m...	SSC ...	lunch in the SSC				
Heflin	6th	4/6	12:30	Alt...	Proact...	See N...	Other	15 m...	SSC ...	lunch in the SSC				
Heflin	5th	4/6	12:45	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	1:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	1:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	1:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	1:30	Ea...	Proact...	See N...	Other	5 mi...	SSC ...	earned reward for Block 2				
Heflin	6th	4/6	1:30	Ea...	Proact...	See N...	Other	5 mi...	SSC ...	earned reward-gold				
Heflin	6th	4/6	1:30	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	5th	4/6	1:45	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	1:45	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	2:00	Tri...	Proact...	See N...	Other	5 mi...	SSC ...	scheduled triage				
Heflin	6th	4/6	2:15	Ea...	Proact...	See N...	Other	5 mi...	SSC ...	earned reward-purple				

EVIDENCE OF INTERVENTIONS

- Tier 1 (Building)
 - “Evidence” Collection
 - Majors/Minors
 - Universal Assessments
- Tier 2 & 3 (Building)
 - Problem-Solving Team
 - Agendas
 - Evidence/Data Collection – Spreadsheets:
 - Academic
 - Behavior/Social Emotional
 - Fidelity
- MTSS (District)
 - Progress Monitoring with PLC and PST

Travel stop: What questions do you have now?



REFINING & GROWING...

"Effective systems are not built once and left alone; they evolve through continuous reflection and intentional refinement."

Reached Our Destination of this Presentation:

What is one take away?

What is one question you still have that could help strengthen your current MTSS framework?




Contact Information:

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THANK YOU



 SCAN ME

