

# Integration and Collaboration for Tiered Systems of Support



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# Outcomes

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Participants will be able to:

- Understand the importance of collaboration when building a tiered systems approach
- Understand the role and importance of curriculum development in a tiered systems approach
- Understand one district's approach to collaboration and integration of a tiered systems approach

# Agenda

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- I. The Why?
- II. Curriculum Development
- III. Multi-Tiered Systems of Support
- IV. SSD's Integrated Tiered Support with Professional Learning Alignment

# Reference to SPED Law or Best Practices

Every Student Succeeds Act (ESSA) states each district must:

- Provide: “for a multi-tier system of supports for literacy services.” As well as for specific groups of students such as at at-risk, disengaged, unmotivated, unresponsive, underperforming, or consistently unsuccessful students”
- Provide: “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision-making”
- Institute: “Positive behavioral support systems”
- Provide: “Services, programs, strategies, and interventions to ensure that students with disabilities, with developmental delays, who are English learners, and who are struggling with literacy can meet the challenging State academic standards”

Individuals with Disabilities Act (IDEA): Implementation of MTSS can also assist districts and schools in meeting other obligations under the Individuals with Disabilities Education Act (IDEA) and applicable state laws. When effectively implemented, a comprehensive MTSS approach provides data and infrastructure for implementing the following state and federal requirements:

- [Free and appropriate public education \[FAPE; Sec. 300.101\]](#)
- [Initial evaluations \[Sec. 300.301\]](#) and [Re-evaluations \[Sec. 300.303\]](#)
- [Child find \[Sec. 300.111\]](#)
- [Least restrictive environment \[LRE; Sec. 300.114\]](#)
- [Identification of Students with Learning Disabilities \[SLD; Sec. 300.307\]](#)

# The Why...Our Guarantee



*To ensure high levels of learning for **ALL** students*



*To ensure all buildings have a culture of **COLLECTIVE RESPONSIBILITY.***

# Curriculum Development

# What is Essential?

## Priority Standards

[COURSE NAME HERE] Course Overview	
Grade level(s):	Credits earned:
Course Rationale	Course Description
[Why it is important]	[Summary of what students will learn]
Lifelong Transfer Goals	
Students will be able to independently use their learning to... [HOW THE LEARNING HELPS STUDENTS OUTSIDE OF THE CLASSROOM]	
Priority Standards	
[5-10 skills that every student must master]	



# What do we want students to learn?



## **Endurance** (in life)

Will this standard or indicator provide students with knowledge and skills that be of value beyond a single test date?



## **Leverage** (in school)

Will this provide knowledge and skills that will be of value in multiple disciplines?



## **Readiness** (next year)

Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction?

*Inspired by Larry Ainsworth: Power Standards: Identifying the Standards That Matter Most*



# Sample Priority Standards



## Literacy (Kindergarten)

- Identifying all upper and lower case letters
- Identifying sounds in spoken words
- Developing awareness of concepts of print
- Read high-frequency words
- Blend letter sounds to decode simple words



## Math (Kindergarten)

- Know number names and count sequence
- Connect counting to cardinality
- Subitizing
- Quantity discrimination
- Composing and Decomposing numbers up to 20.
- Understanding the concept of addition and subtraction



## SEL (Kindergarten)

- identify my strengths and how they can benefit my community.
- identify how I am feeling and strategies I need to use to regulate myself for clear thinking.
- set goals and try hard things.
- use a variety of listening strategies to understand others. .
- use my words and actions to communicate clearly.

# Multi-tiered Systems of Support (MTSS)

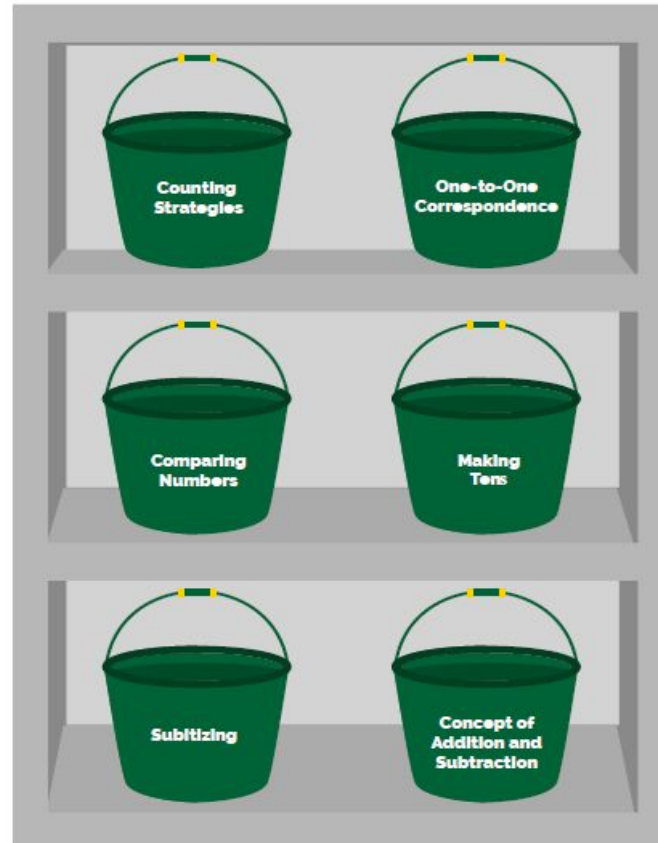
# Focus on Four Critical Questions

1. What do we want students to learn?	2. How will we know they have learned it?	3. What will we do when they haven't learned it?	4. What will we do when they already know it?
<b>Standards (Academic/SEL)</b>	<b>Evidence</b>	<b>Intervention</b>	<b>Enrichment</b>

# Grade Level Format

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<ul style="list-style-type: none"> <li>Identifying all upper and lower case letters</li> <li>Identifying sounds in spoken words</li> <li>Developing awareness of concepts of print</li> <li>Read high-frequency words</li> <li>Blend letter sounds to decode simple words</li> </ul>	<p><b>Setting:</b> In the classroom during whole group and small group instruction.</p> <p><b>Resources:</b> Required resources used:</p> <ul style="list-style-type: none"> <li>→ Sonday (phonics)</li> <li>→ Heggerty</li> <li>→ F &amp; P library</li> <li>→ Lucy Calkins Units of Study</li> <li>→ <b>Universal Supports</b></li> <li>→ <b>Multisensory approach</b></li> <li>→ <b>Provide strategies for gen ed staff</b></li> <li>→ <b>Consultations with SPED staff</b></li> <li>→ <b>Providing PD to gen ed staff</b></li> <li>→ <b>Support of UDL access</b></li> </ul> <p><b>Assessments:</b> Fastbridge, Running Record, Anecdotal Notes, BAS</p>	<p><b>Setting:</b> In the classroom-targeted small group instruction on identified areas of need.</p> <p><b>Resources:</b> Required resources used:</p> <ul style="list-style-type: none"> <li>→ Sonday</li> <li>→ Heggerty</li> <li>→ F &amp; P library</li> <li>→ Lucy Calkins Units of Study</li> <li>→ <b>SPED Teachers participating in recommending tier 2 through the RTI process</b></li> <li>→ <b>Support of UDL (future Tier 1)</b></li> <li>→ <b>Classroom Accommodations</b></li> </ul> <p><b>Assessments:</b> Fastbridge, Running Record, Anecdotal Notes, BAS, progress monitoring</p> <ul style="list-style-type: none"> <li>→ <b>SPED provides progress monitoring data tools to monitor intervention progress</b></li> </ul>	<p><b>Setting:</b> Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p><b>Resources:</b> Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> <li>→ LLI</li> <li>→ OG</li> <li>→ <b>SPIRE</b></li> <li>→ <b>Unique Learning System</b></li> <li>→ <b>Classroom Accommodations</b></li> </ul> <p><b>Assessments:</b> Evidence Collected: Fastbridge, Program Assessments, progress monitoring</p>

# **WIT** Whatever It Takes







# W.I.N. = What I Need

## What?



- Time in the day to provide additional support to students
- Provide diverse learning experiences to help students achieve their unique potential

## Why?

- Meet the needs of all students
- Provide extra support in math/reading/writing (reteach)
- Enrichment opportunities
- Interventions
- Social-emotional Support





Grade Level	Block Time	Lunch / Recess	2nd Recess	WIN Time
Kdg	12:55-1:45	10:50-11:30	2:10-2:30	11:30-12:00
1st	1:45-2:35	11:15-11:55	9:55-10:15	3:00-3:30
2nd	10:45-11:35	12:30-1:10	2:30-2:50	2:55-3:25
3rd	2:35-3:25	11:40-12:20	10:15-10:35	2:00-2:30
4th	9:55-10:45	12:55-1:35	3:10-3:30	12:10-12:40
5th	9:05-9:55	12:05-12:45	2:50-3:10	11:35-12:05

A	B	C	D	E	F	G	H	I					
	Kindergarten	First	<u>Second</u>	Third	<u>Fourth</u>	Fifth							
8:55:00 AM	Class Meeting/SEL/ Zones 8:55-9:25	Class Meeting/SEL/ Zones 8:55-9:25	Class Meeting/SEL/ Zones 8:55-9:25	Class Meeting/SEL/ Zones 8:55-9:25	Class Meeting/SEL/ Zones 8:55-9:15	Class Meeting/SEL/ Zones 8:55-9:15	8:55:00 AM	<u>Key</u>					
9:00:00 AM							9:00:00 AM	Class Meeting + SEL					
9:05:00 AM							9:05:00 AM	Tier 1					
9:10:00 AM							9:10:00 AM	Tier 2					
9:15:00 AM					Tier 2 ELA 9:15-9:45 (LTA 9:10-9:30)	Tier 2 ELA (WIN Time) 9:15-9:45 (LTA 9:10-9:30)	9:15:00 AM	Topics					
9:20:00 AM							9:20:00 AM	Block					
9:25:00 AM	Tier 1 9:25-10:20	Tier 1 9:25-10:25	Tier 1 9:25-10:10	Tier 2 ELA (WIN Time) 9:30-10:25 (LTA 9:30-10:10)	Tier 2 ELA 9:15-9:45 (LTA 9:10-9:30)	Tier 2 ELA (WIN Time) 9:15-9:45 (LTA 9:10-9:30)	9:25:00 AM	Lunch and Recess					
9:30:00 AM							9:30:00 AM						
9:35:00 AM							9:35:00 AM						
9:40:00 AM							9:40:00 AM						
9:45:00 AM					Tier 1 9:45-10:35	Block 9:45-10:35	9:45:00 AM						
9:50:00 AM							9:50:00 AM						
9:55:00 AM							9:55:00 AM						
10:00:00 AM							10:00:00 AM						
10:05:00 AM							10:05:00 AM						
10:10:00 AM							10:10:00 AM						
10:15:00 AM							10:15:00 AM						
10:20:00 AM	Tier 1 Topics 10:20-10:50		Tier 2 ELA (WIN Time) 10:10-10:50 LTA 10:10-10:50				10:20:00 AM						
10:25:00 AM	Recess 10:25-10:45						10:25:00 AM						
10:30:00 AM	Tier 1 10:25-11:25			10:30:00 AM									
10:35:00 AM	Tier 2 ELA (WIN Time) 10:45-11:30			Block 10:35-11:25	Tier 1 10:35-11:25	10:35:00 AM							
10:40:00 AM						Recess and Lunch						10:40:00 AM	
10:45:00 AM												10:45:00 AM	
10:50:00 AM			Tier 1 10:50-11:10				10:50:00 AM						

# SSD's Integrated Tier Support with Professional Learning

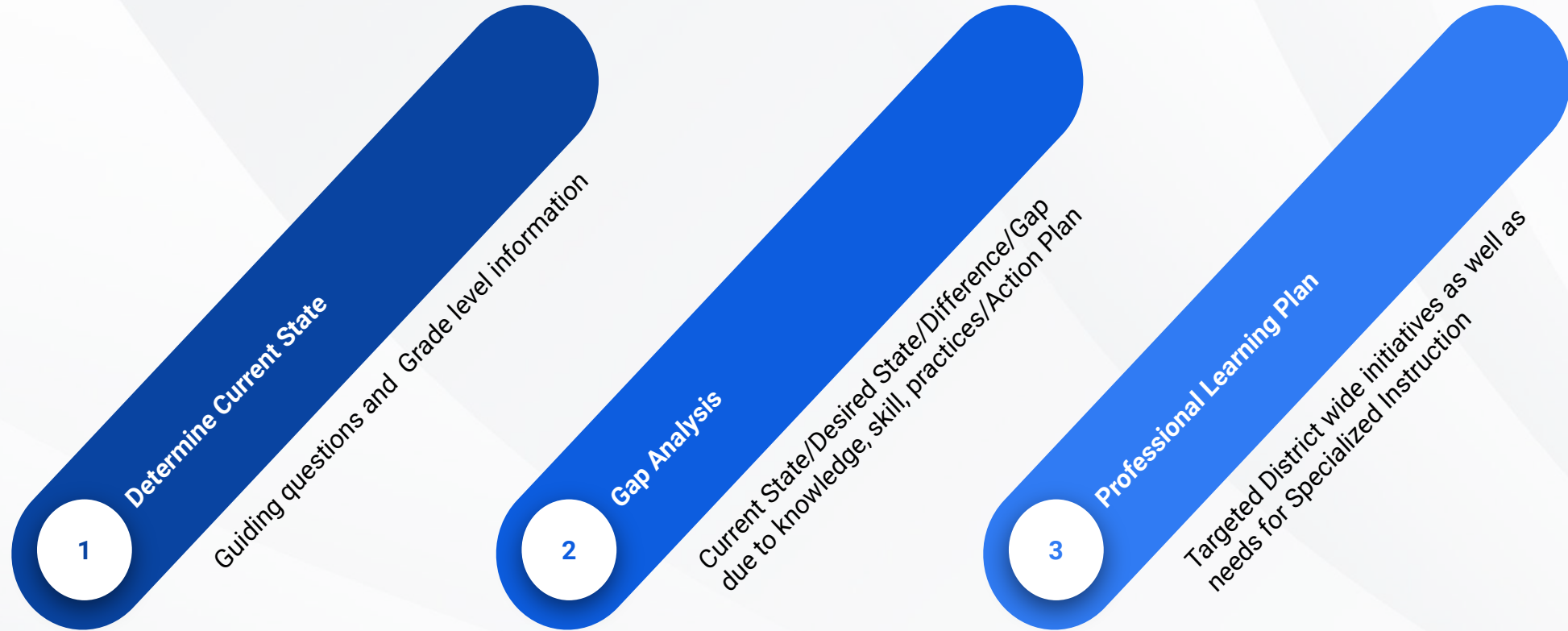
# The Vision

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To capture:

- ▶ Priority Standards
- ▶ Settings/Materials/Interventions
- ▶ Assessments

# Process





# Format (based on Missouri Literacy Plan questions)

- ▶ How do building/district leaders support literacy, numeracy and social emotional instruction across the curriculum and for all students?
- ▶ What supports are in place to sustain evidence-based practices in literacy, numeracy and social emotional development?
- ▶ How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations?
- ▶ What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?
- ▶ What are our processes to write, review, revise and adopt curriculum? How is special education included in this process?
- ▶ How do we ensure instruction within the comprehensive literacy, numeracy and social emotional curriculum meets the needs of each student?
- ▶ How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?
- ▶ How have we developed an effective and coherent assessment system in our classrooms/buildings/district?
- ▶ How do we use ongoing classroom formative and summative assessments, district benchmarks and state-required assessments?
- ▶ How do we determine which assessments to use in our classrooms/ buildings/district?
- ▶ How do we help all educators become assessment literate?
- ▶ How do our programs and practices engage families/partners in literacy, numeracy, and social emotional development?

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# Gap Analysis

A	B	C	D	E
This is where we are (Area of Current State )	This is where we want to be (Desired State)	This is the difference (Gap Analysis)	Gap due to knowledge, skills or practices	This is how we will get there (Action plan (move to action plan template))
Researching curriculum/assessment for SEB/L Tier 2/3	SEB/L Curriculum (comprehensive) for Tiers 2/3	Current curriculum in place, but not as comprehensive	Practices	Identify comprehensive curriculum for tiers 2/3
Need for identification of essential standards (K-12) in core areas	Identification of essential standards (K-12) in core areas	Core standards to support focus	Practices	Sped staff participation in curriculum writing per cycle (ELA)
Special education staff not participating in the curriculum writing process	Special education staff participating in the curriculum writing process	Request for inclusion of special education in the curriculum writing process	Practices	Work with C&I to ensure special education representation on committees
No consistent SSD staff participation in partner district professional learning for literacy	Consistency in knowledge/skill base in literacy	Plan for professional learning to include special education staff	Practices - communication and expectations	Identify staff who require foundational knowledge, develop a plant/schedule for professional learning, and communicate expectations for staff on cycle to participate in identified professional learning.
Programming for Literacy Tier 3	Wilson trained instructor in 9/9 schools	Wilson trained instructor in 3/9 (2 in process)	Practices - optional vs mandatory	Identify staff who are appropriate for professional development. Register those staff for upcoming training. Work with participants to identify and schedule student to support to gain certification.



# Professional Learning Plan

Program or Professional Learning	Tier supported	Partner District	Format of Professional Learning	Who will present?	Potential	Persons to be trained	Mandatory/Optional	Additional Information
Active Shooter	1,2,3	Partner District	one time training	Partner District	TBD	all staff	Mandatory	Lindbergh School will schedule and present this PD
Trauma	1,2,3	Partner District	one time training	Partner District	TBD	all staff	Mandatory	
Dyslexia	1,2,3	Partner District	one time training	Partner District	TBD	New Staff	Mandatory	new staff will be trained in NTO
Homeless/Migrant/EL	1,2,3	Partner District	one time training	Partner District	TBD	all staff of title 1 school	Mandatory	this PD is for Title 1 schools only
Suicide Prevention	1,2,3	Partner District	one time training	District Social Worker	TBD	Social Workers	mandatory	all staff must receive information on this topic
NCI	1,2,3	Specialized Instruction	one time training	NCI Facilitator	August 2021	all staff	mandatory	Schedule during back to school orientation week
Safe Schools including Board Policy	1,2,3	Specialized Instruction	one time training	Moodle	August 2021	all staff	Mandatory	
Academy Trainings	1,2,3	Specialized Instruction	yearlong training process	Coaching Facilitator/virtual	year long	New Staff	Mandatory	
NTO	1,2,3	Partner District	week long training	Partner District	week long in Aug.	New Staff	Mandatory	Attend Lindbergh and SSD NTO
SPED Process	1,2,3	Specialized Instruction	yearlong process	Moodle	Aug-Dec 2021	all staff	Mandatory	
Assessment Refreshers- FAST	3	Specialized Instruction	one time training	Assessment Coach	Aug 2021	all staff	mandatory	
Assessment Refreshers- NWEA	3	Partner District	one time training	Director of Assessment	Aug 2021	all staff	mandatory	
Data Leader Cohort	1,2,3	Specialized Instruction	one time training	Assessment Coach	Aug, Dec, Feb	Data Leaders	mandatory	
SEB Cohort	3	Specialized Instruction	yearlong training process	SEB EPS	Fall 21-Spring 22	SEB Champions	mandatory	SEB champions directly support students w/SEB needs
Essential Skills Cohort	3	Specialized Instruction	yearlong training process	facilitator/coach	Fall 21-Spring 22	Essential Skills Teacher	mandatory	This is K-12 cohort to include students with AU
PBL	1	Specialized Instruction	Summer	Lindbergh Coach	Summer 2021	Secondary staff	Mandatory	HLP 20 with Core secondary teachers and SSD partner teacher
Wilson	3	Specialized Instruction	Summer- yearlong	Literacy Coach	Summer 2021-Spr	Identified Reading	mandatory	Haley Freer, Andrew Ship, Bobbie Eades, Heather Borden, Brittany Zimpfer, Katie Layton, Jocelyn Schue
Standard Based IEPs	2,3	Specialized Instruction	one time training	ACs	August 2021	all teacher level staff	mandatory	ACs of district will present
HLP 20 (intensive instruction)	2	Partner District	one time training	Facilitator/coach	August 2021	all teacher level staff	mandatory	follow up of walkthroughs and yearlong feedback to staff, HLP 20 with Core secondary teachers and SSD
Refresher HLP 16 (EI)	2,3	Specialized Instruction	one time training	Facilitator/coach	August 2021	all staff	mandatory	refresher for staff
Number Worlds	3	Specialized Instruction	District wide training	Math Coach	August 17th (PM)	5th-6th Math teachers	mandatory	PD for new 5th/6th math curriculum (Robin Linderer; Brooke Engram)
Paraprofessional PD	2,3	Specialized Instruction	Aug 2021, Jan 2022	ACs/Coach	Aug & Jan	all paraprofessionals	mandatory	Supervising Teachers will actively participate in these meetings. Review Expectations/handbook/policies
Paraprofessional PD- Technology 101	2,3	Specialized Instruction	one time training	Colin Davitt (Lindbergh)	August	all paraprofessionals	mandatory	Technology 101 for paraprofessional
MTSS/RTI	1,2,3	Partner District	one time training	District RTI Director	TBD	all staff	mandatory	Review of MTSS/RTI process
LETRS	3	Specialized Instruction	yearlong	Professional Learning	TBD	selected Reading teacher	mandatory	reading teachers k-12 who have not been trained in Science of Teaching Literacy; Johnson, Rappold,
Canvas	1,2,3	Partner District	summer	Colin Davitt (Lindbergh)	Summer 2021	elementary teacher level	mandatory	Canvas 101 for elementary staff
PT Lifting and Transporting	1,2,3	Specialized Instruction	August, January	PT	Aug & Jan	all staff	mandatory	Lifting/ transporting PD for staff who work with students who have mobility
Visual Attention & Discrimination	2,3	Specialized Instruction	August	OT	August 2021	all staff	mandatory	Chandra Heinlein will present to K-12 staff
REWARDS sentence writing	3	Specialized Instruction	District wide training	Literacy Coach	August 2021	Secondary Staff	mandatory	Jocelyn Schue; Jennifer Ellsworth
Adaptive Schools	1,2,3	Specialized Instruction	District wide training	Facilitator	Fall 21-Spring 22	School Psychs	mandatory	Angela Kovarik; Laura Kroll, Anne Ronzio
Literacy Instruction for Students w/	3	Specialized Instruction	District wide training	Literacy Coach	When SSD offers	Essential Skills Teachers	mandatory	Danielle Thrall; Angie Christian; Karen Deon; Adam Taylor; Caroline Haffner (MAP-A)
Science of Teaching Reading and Writing	3	Specialized Instruction	semester long training	Literacy Coach		selected Reading teacher	mandatory	Robin Linderer; Amy Thompson
Math Instruction for Students w/ Alternative	3	Specialized Instruction	one time training	Numeracy Coach	When SSD offers	Essential Skills Teachers	mandatory	Cristina Benion; Holly Slavik; Danielle Thrall; Angie Christian; Karen Deon; Adam Taylor; Caroline Haffner
NUMBERS	3	Specialized Instruction	year long process	SSD Trainer	Fall 2021	Kekich and Lyons	mandatory	Ginger Kekich at Truman Middle School and Lynette Lyons at Dressel Elementary School
Ready Math	1,2	Partner District	one time training	Ready Math Facilitator	Week of July 12-14	Resource Math Teachers	mandatory	5 hours for math (including proficiency scales) - Elementary; There will be a makeup date
Elementary Proficiency Scales	1,2	Partner District	one time training	Director of Elementary Ed	July 15	Resource Math Teachers	mandatory	There will be a makeup date during the year, but trainers from the company are providing the PD in
Foundational Phonics	1,2	Partner District	one time training	Sarah Valter	July	Resource Literacy	optional	3 hours for literacy - Elementary

# Questions?

# Contact Information

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