

*A High School
Example of
Integrated
Support Systems*



Session Outcomes

- ▲ Attendees will consider plans for an integrated support system.
- ▲ Attendees will examine the benefits of an integrated support system.
- ▲ Attendees will discover the outcomes of an integrated support system

PRESENTERS

Picture Place
Holder

DR, BOB MATTHEWS,
ASST. PRINCIPAL

Picture Place
Holder

MOLLY LOWERY,
SPECIAL EDUCATION
TEACHER
TIER II COACH

Picture Place
Holder

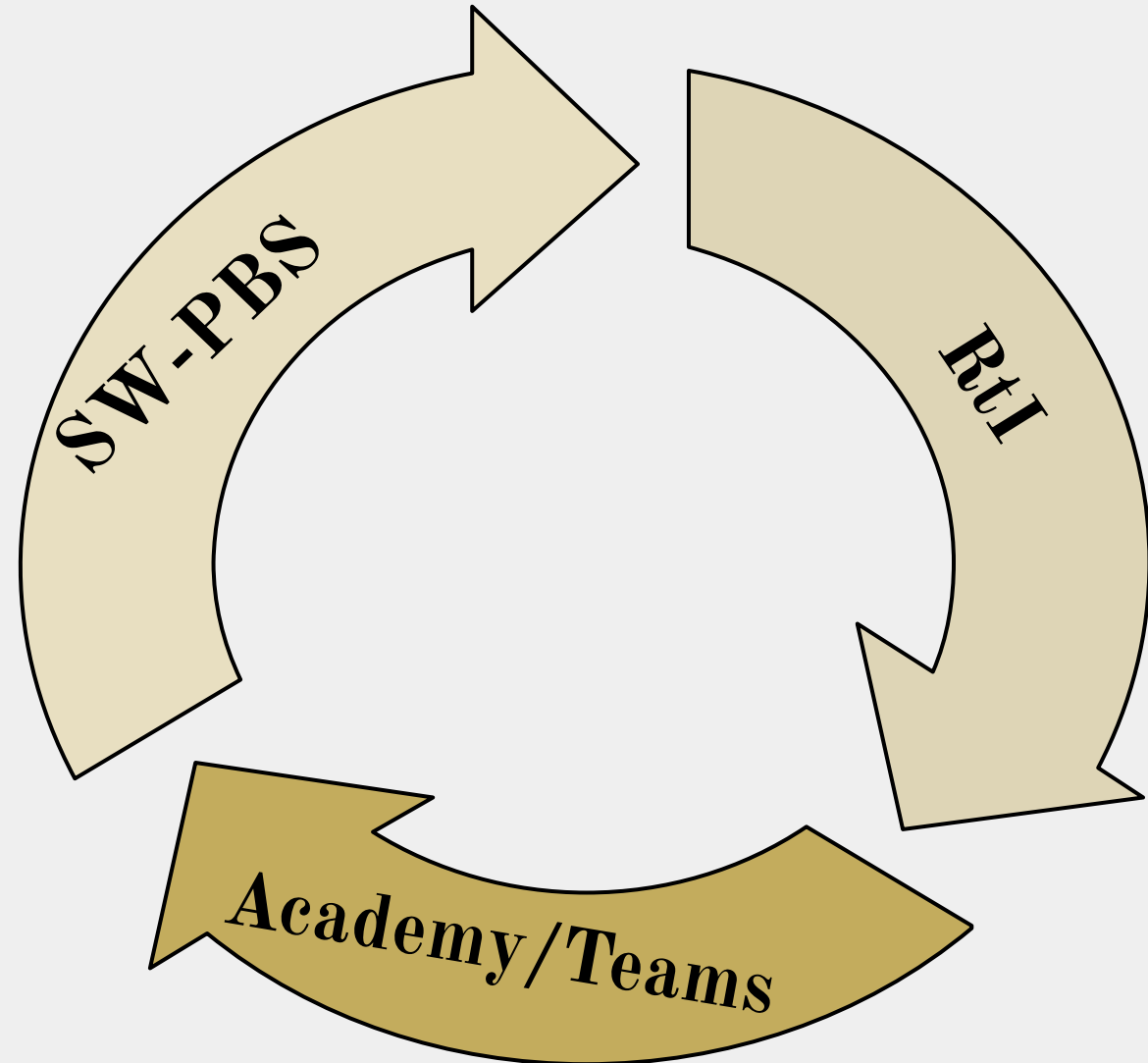
SUSAN KING
INSTRUCTIONAL COACH
TIER I/TIER II COACH

Lebanon High School

- **Students:** approx. 1500
- **Schedule:** 4 period per day/rolling block
 - Black Day (1st-4th hours)
 - Gold Day (5th-8th hours)
 - RtI between
2nd-3rd/6th-7th hours
- **Plan Times:** Teachers have a team plan and a department plan



Plans for an Integrated Support System



The Academy Model

BENEFITS OF AN ACADEMY AND CAREER PATHWAY

- Explores students interests and prepares for their future.
- Assists students with choosing a career path and not necessarily a specific career.
- Helps students select focused school courses, activities, and part-time employment.
- Guides students' participation in job shadowing, career exploration and internships.

OTHER INFORMATION

- Career Academy can be changed.
- Classes are aligned by Academies and then grouped into Career Pathways.
- A guide for students to start a sequence of courses for their 4, 6, or 8 year plan and for their future upon graduation, whether that be post-secondary educational opportunities or the workplace.

FRESHMAN ACADEMY

Team 1

- English Teacher
- Math Teacher
- Science Teacher
- Social Studies
- Freshman Focus

Team 2

- English Teacher
- Math Teacher
- Science Teacher
- Social Studies
- Freshman Focus

Team 3

- English Teacher
- Math Teacher
- Science Teacher
- Social Studies
- Freshman Focus

Other common freshman teachers such as Spanish I and PE/Weights
Goal for at least one Special Education teacher per team

Freshman Counselor: Michael Winfrey

Assistant Principal: Bob Matthews

PROPOSED ACADEMIES

**Academy of
Industry & Natural Resources**

Admin: Brian Jackson
Counselor: Stacie Fohn
Academy Lead:

**Academy of
Arts, Business, Technology**

Admin: Kim Hinkley
Counselor: Heidi Conti
Academy Lead:

Academy of Public Services

Admin: Dustin Young
Counselor: Toni Redick
Academy Lead:

Engineering (PLTW)

Computer Sciences (PLTW) (Moved from I&N)

Health Sciences (PLTW)

Manufacturing

Business & Entrepreneurship

Culinary & Hospitality

Agriculture (Moved from ABT)

"Arts" ... video/multimedia/production

Teaching Professions

Construction

Welding

Automotive Technology (Moved from ABT)

Automotive Collision (Moved from ABT)

Work in Progress

Current Reality/Transition Phase

Team 1 Blue Team (Grades 10-12)

- One complete team with Core and Encore
- Team Leads (Justin Slye, Josh Smith, and Dalton Pierce)
- Toni Redick (Counselor S-Z)
- 1 Admin, CSI, and Instructional Coach

- 2 English Teachers
- 2 Math Teachers
- 2 Science Teachers
- 2 Social Studies Teachers
- 2 Weights/PE Teacher
- Child Development Teacher
- Culinary Arts Teacher
- Human Development/Interior Design Teacher
- PLTW Biomed Teacher

Team 2 Green Team (Grades 10-12)

- Green Team 2A Core/Lead: Ben Nail
- Green Team 2B Encore/Lead Bryan Mohrbacher
- Stacie Fohn (Counselor A-E)
- 1 Admin, CSI, and Instructional Coach

- 2 English Teachers
- 2 Math Teachers
- 2 Science Teachers
- 2 Social Studies Teachers
- 2 Weights/PE Teacher
- 2 Ag Teachers
- Choir Teacher
- Spanish Teacher
- Speech/Publications Teacher
- CAD/Machine Tech Teacher
- Engineering Teacher
- Special Education Teacher

Team 3 Salmon Team (Grades 10-12)

- Salmon Team 3A Core/Lead Amanda Goodwin
- Salmon Team 3B Encore/Lead Eric Adams
- Heidi Conti (Counselor F-L)
- 1 Admin, CSI, and Instructional Coach

- 2 English Teachers
- 2 Math Teachers
- 2 Science Teachers
- 1 Social Studies Teacher
- 2 Art Teachers
- 2 Computer Teachers
- 3 Business Teachers
- Theater Teacher
- 3 Special Education Teachers

Teaming at LHS

Why Teaming in High School?

For Students

- Easier transition from 8th grade for freshman
- Allows students to feel more connected to school.
- Student difficulties more easily identified
- Quicker coordination of interventions across schools and departments
- Consistency of rules, expectations, and rewards

For Teachers

- Easier to build relationships with students and teachers
- More emotional support and less stress (especially new teachers)
- Energized and encouraged educators
- Promotes teacher growth
- Encourages professional risk-taking

Teaming Information

1. Teams meet at least once per week during their team plan for approx. 40 minutes.
2. Similar agendas: celebrations, PBS Recognitions, Students of Concern, RtI students needed, and any other business.
 - a. The bulk of the meeting is student focused.

RtI: Response to Intervention

RtI Information

1. It is for 30 minutes only while our other blocks are approximately 90 minutes.
2. Teachers have a set roster of students.
3. Teacher may pull students into their RtI or students may request to go to a specific teacher.
4. Communication is key. Prior knowledge of needing a student or requesting a teacher has to be done in advance either by roster, email, or phone call. Kids just showing up are sent back.

Previous PBS Implementation

Former PBS Practices

- School wide Tier I and Tier II teams would meet 2 times a month
 - Teams were made up of teachers from each department
 - Small committee was responsible for developing school wide interventions and incentives as well as discussing all students referred to Tier II
 - Tier II documentation and intervention evaluation was left up to the small committee to monitor and keep up to date

Benefits of Embedding PBS in Teams

- More teacher involvement
- More teacher input
- Shared responsibilities
- More individualized, and effective interventions
- Better data collection and intervention evaluation processes



Embedding PBS in Teams

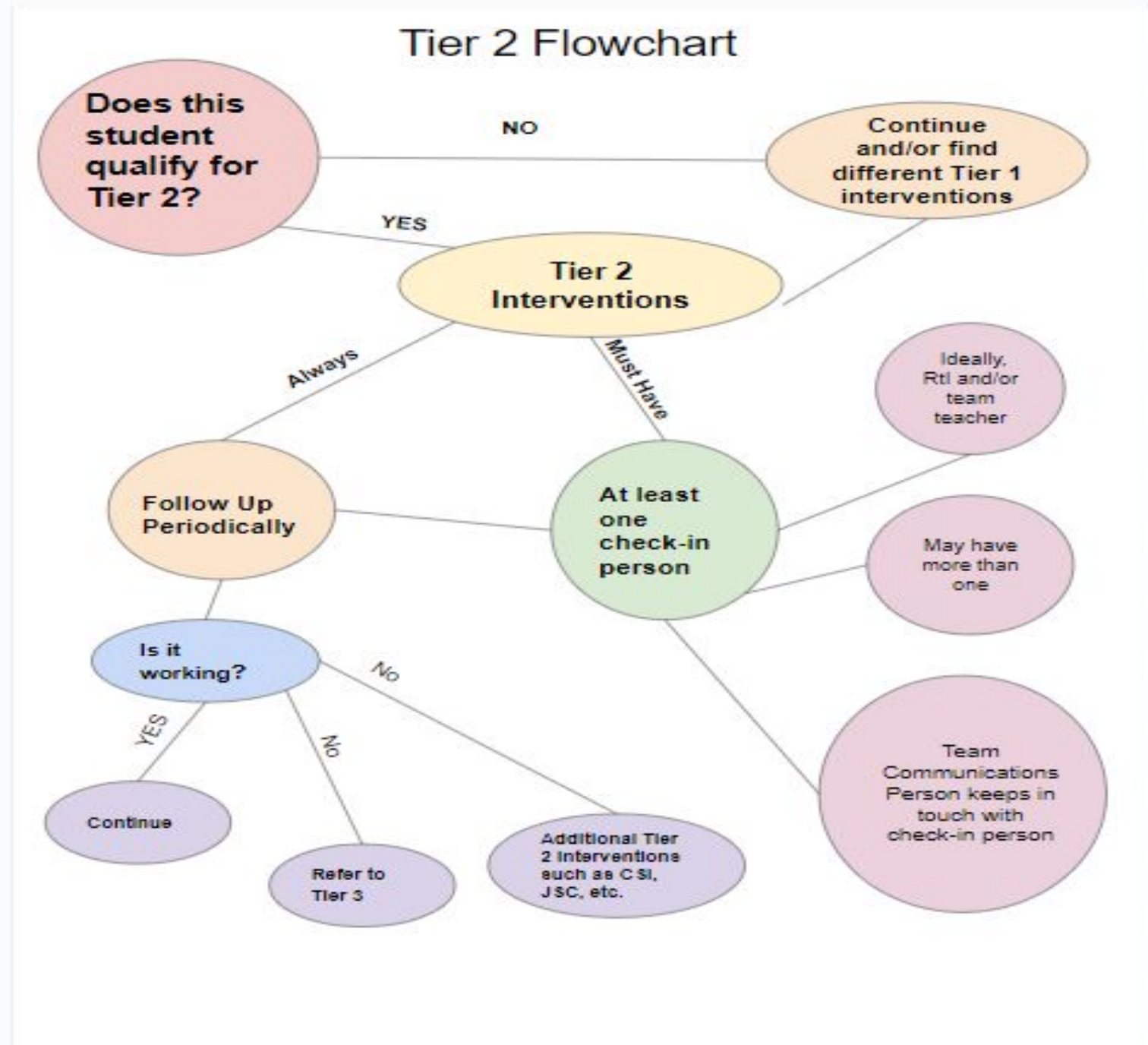
Tier I

- Teams share student celebrations.
 - Teams select candidates for Student of the Week and STAR recognition.
- Teams discuss Tier I interventions that they have used in the classrooms.
 - What worked?
 - What didn't work?
- Teams discuss schoolwide and classroom behavior concerns and develop strategies to address them.
- We currently have a Tier I team made up of individuals from each team that meets twice a month to discuss data and develop school wide interventions and incentives for both students and teachers.

Tier II (Merging In Progress)

- Each team has a Tier II Representative
- Teams discuss students of concern. If the student qualifies, the team chooses their Check In Person
 - The team tries to use either their RtI or Freshman Focus if possible.
 - If not, the team chooses the person who would be the best fit.
- Currently, we are in a transition from two Tier II meetings per month to one. We will meet about students who the current process isn't working for.

Tier II Flowchart





Questions???

Contact Information

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