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Agenda

- Welcome and Icebreaker
- Reconnect to Session 2
- Integration in Practice
- Goal Refinement
- Using the Coherence Tool to Prepare for Action Planning
- Wrap-Up and Next Steps

Breaks

- One 10-minute break
- Take additional breaks as needed

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Objectives

By the end of this session, participants will be able to:

- Describe what integration can look like across academic and social-emotional/behavioral systems.
- Identify examples of integrated practices and opportunities to strengthen integration.
- Refine I-MTSS goals so they are clear enough to guide action.
- Use I-MTSS goals and current initiatives to begin examining coherence across the school's I-MTSS work.
- Identify initial observations from the Coherence Tool to inform Session 4.

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Materials

- PDF of slides
- Examples of Integration in Practice: Vignette Discussion Guide
- Coherence Tool
- Your site's I-MTSS goals or goal notes
- Your site's IMFR data
- SWOT results



Post your name in the chat if you cannot access the materials.

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Reconnect to Session 2

- Vision Statement
- Goal Setting

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Session 2 Action Steps

- Vision Statements
- Goal Progress



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A School-Level Vision as a Shared North Star

A school-level I-MTSS vision should:

- Describe the desired future state for students and staff
- Explain why I-MTSS matters in your school
- Reflect PA's I-MTSS vision while honoring school context
- Be clear enough to guide decisions, goals, and communication
- Be draftable now and refinable with feedback



Vision sets the direction. Goals help you know whether you are making progress.

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Integration in Practice

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What are we looking for?

Integration is visible when academic and SEB supports are intentionally connected and matched to students:

- Instruction and intervention
- Assessment
- Data-based decision making

Today, we will focus on :

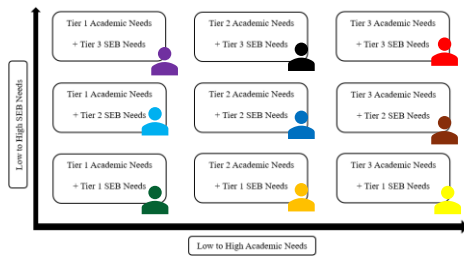
1. What academic supports are present?
2. What SEB supports are present?
3. How are they connected **and** matched to students' specific needs?
4. What could be strengthened?

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The Range of Student Needs



From Ponce et al., 2020. Adapted from Goodman & Simonson, 2022

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Vignette 1

Guiding questions:

1. What academic supports are present?
2. What SEB supports are present?
3. How are they intentionally connected and matched to students' needs?
4. What could be strengthened?

As you are reading, be thinking:

- What makes this a strong example of integration?
- What would make it stronger?

Integration in Practice:
Vignette Discussion Guide

Personalized Integrated Multi-Tiered System of Supports (P-I-MTSS, 2020)

Purpose and Directions

Use Vignette 1 to better recognize what integration looks like in instruction and intervention. Use Vignette 1 to identify how to better integrate instruction and intervention. Then, identify examples of integrated instruction and intervention in your school.

Vignette 1: Integrating SEB Supports into Tier 1 Math Instruction

At Maple Elementary, the fourth-grade team notices that students are struggling during independent math practice. High universal screening data show that several students are below expectations in multi-step problem solving. Teachers also notice that during independent work, many students give up quickly, avoid working, or repeatedly ask to leave the room, leading to classroom disruption. The team reviews team performance data and universal screening data to determine this. They realize that some students understand parts of the math process but struggle to persist when problems require multiple steps.

The team decides to keep the students focus on multi-step problem solving. And they also agree to collect SEB supports directly with the math lesson. The supports include a modeling, partner-work routine, increasing opportunities to respond before independent practice, and teaching students to use self-questioning prompts. "What's my first step? What strategy can I try? Should I take my hand out of my hair?"

Complete Table 1 to show how academic and SEB supports are used, how they are connected, and how they are matched to students' needs. Then, list ways to further strengthen Tier 1 math instruction.

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Breakout Room Task

Read and Complete Vignette 2.

- Ways to integrate SEB supports into Tier 2 reading intervention.
- How the supports are matched to students' needs.
- What could be strengthened.

Use the Zoom Whiteboard to capture:

- Where have you seen academic and SEB supports intentionally connected and matched to students' needs?
- What makes the example integrated?
- What could strengthen the example?



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Vignette 2

Unmute to share a takeaway from Vignette 2:

- One strong example of integration
- One opportunity to strengthen integration

Then, share your team's example from the Zoom whiteboard:

- What is the example?
- How does the example reflect integrated Instruction or Intervention?
- How are the supports matched to students' needs?
- What could strengthen it?



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Resources to Support Integrated DBDM

Universal DBDM

- Examining and Improving Tier 1 Instruction
- Identifying Students in Need of Additional Support

Targeted DBDM

- Tier 2 Group Review
- Tier 2 Student Review



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Matching the Tool to the Decision

If your team needs to...	Use...
Examine grade-level patterns across academic, SEB, attendance, engagement, and implementation data	Universal DBDM: Examining and Improving Tier 1 Instruction
Identify students who may need additional support after universal screening	Universal DBDM: Identifying Students in Need of Additional Support
Review whether a Tier 2 group is implemented with fidelity, matched to need, and effective for most students	Targeted DBDM: Tier 2 Group Review
Review whether an individual student's Tier 2 support is matched and producing the intended response	Targeted DBDM: Tier 2 Student Review

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Goal Refinement

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Advancing Evidence.
Improving Lives.

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Measuring Progress

- S Strategic
- M Measurable
- A Ambitious
- R Realistic
- T Time-Bound
- I Inclusive
- E Equitable

Adapted from SMARTIE Goals Guide and Worksheet - The Management Center

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SMARTIE + Integration Checklist

Specific: What student/adult (outcome), or system (process) result will improve?

Measurable: What data will show progress?

Achievable/Ambitious: Is the target meaningful and realistic?

Relevant + Integrated: How are academic and SEB supports intentionally connected?

Time-bound: By when will progress be reviewed and adjusted?

Inclusive + Equitable: Who benefits, what gap is addressed, and whose perspective is included?

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Breakout Rooms: Continue Session 2 Goals

Review goals from Session 2.

- Write or revise at least one student or staff outcome goal connected to your vision and data.
- Write or revise at least one process goal that names the action, routine, or implementation step needed to support the outcome goal.
- Use the SMARTIE + Integration Check to strengthen each goal.
- Post one outcome and/or process goal to Zoom whiteboard.
- Be prepared to react to and discuss the goals.

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Goals Debrief

Post reactions to the goals:

- Questions, comments, stamps, etc.

Unmute and share:

- Decisions that helped your team move forward
- Information you still need to confirm
- Answers to questions and/or comments about your site's goal(s)
- Lingering questions, comments, and/or other reactions to another site's goal(s).

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Break

10 Minutes

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Using the Coherence Tool to Prepare for Action Planning

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The Purpose of the Coherence Tool

Moving from the **current state** to the **ideal state**.

- What resources, initiatives, and policies are already in place?
- What needs to change, connect, or strengthen so that we can more feasibly and effectively reach I-MTSS goals?

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What counts as a current resource, initiative, or policy?

Type of Current Resource, Initiative, or Policy	Examples
Programs or formal initiatives	School improvement efforts, grants, adopted programs
Practices or routines	Instructional routines, SEB supports, data review routines
Resources or tools	Staff, materials, curricula, data systems
Policies or procedures	Schedules, decision rules, referral processes
Guidance documents	Handbooks, protocols, rubrics, expectations
Teams or meetings	Leadership team, grade-level teams, intervention teams

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Breakout Room Directions

In your team:

1. Select one I-MTSS goal.
2. List current resources, initiatives, and policies connected to the goal.
3. Discuss how each resource, initiative, and policy connect to the goal.
4. Note what may need to be clarified, connected, reduced, or strengthened.
5. Be ready to share one insight from your discussion.



Insert screen shot of tool

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Debrief

We will hear from 1-2 sites per region.

Be ready to share one of the following:

- One resource, initiative, or policy that clearly supports your I-MTSS goal
- One area that may need more clarity, connection, or support
- One thing your team may need to strengthen through action planning



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Chat Sticky Note

If the chat were a sticky note, what is one note your team would leave for tomorrow's action planning?

Consider:

- What resource, initiative, or policy should we carry forward?
- What may need to change, connect, or strengthen?
- What question or support do we need before action planning?



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Wrap Up and Next Steps



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Upcoming Events

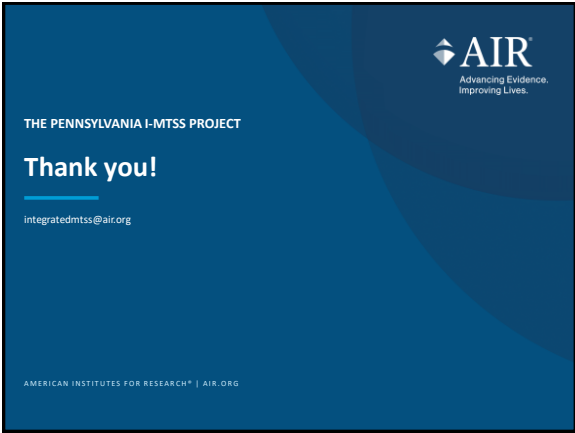
Demonstration Site Leadership Team (DSLTL) Events

DSLTL Learning Session 1 of 4	4/17/2026	1:00pm – 4:00pm EST
DSLTL Learning Session 2 of 4	6/25/2026	12:00pm – 4:00pm EST
DSLTL Learning Session 3 of 4	7/15/2026	12:00pm – 4:00pm EST
→ DSLTL Learning Session 4 of 4	7/16/2026	12:00pm – 4:00pm EST
5 DSLTL Systems Coaching Sessions	7/2026-12/2026	1–2-hour sessions scheduled with each school

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