MTSS Handbook:

Fort Worth Independent School District

The Fort Worth Independent School District Handbook was designed to be used as a campus and district level handbook to support schools in learning and implementing best practices aligned to MTSS. It is not recommended to print this document out as it is a "living" document and will always be updated to reflect most current policies and instructional practices.

We hope that this handbook, and our partnership with Branching Minds, will enable us to support all students at FWISD from those in general education to special education to the gifted learners, as well as those who move fluidly across all support areas, by making the work of MTSS easy, efficient, effective, and thereby, equitable.

BRANCHING MINDS

Table of Contents

BRANCHING MINDS

BRANCHING MINDS

Section 1: Foundations, Approach, and Guiding Principles for MTSS

A Note from the Superintendent, Dr. Angelica M. Ramsey:

In these demanding times, our commitment as educators to guide and support our students has never been more crucial. The past few years have presented unprecedented learning challenges for our children.

We have chosen to respond with Multi-Tiered System of Supports (MTSS) that is universally responsive and deeply rooted in our shared cultures and learning experiences. We firmly believe in providing a top-quality public-school education that not only acknowledges the uniqueness of each child but also recognizes their differences as valuable assets.

The FWISD MTSS Guidebook serves as our compass, organizing our collective efforts and offering invaluable guidance on implementing student-centered, high-quality practices. By reinforcing our proactive support systems, we aim to decrease reliance on punitive disciplinary measures that can isolate children, especially those from diverse backgrounds.

I urge each one of us to embrace and implement the principles outlined in FWISD's MTSS structure. Together, let us dismantle barriers to student success by addressing the holistic needs of every child.

Introduction

a. Our Mission:

Preparing ALL students for success in college, career, and community leadership.

b. Our Values and Vision:

MTSS encompasses academic, behavioral, and mental health supports for all students. (TEA,2022) At the heart of our mission is a core set of shared

4

BRANCHING MINDS

values that serve to ground and enliven our collective identity and strengthen our commitment to our mission as educational leaders. The foundation of success for our students and our school system is rooted in our core values, and these values define how FWISD serves our students:

Every Child - We put students at the heart of everything we do.
Collective Greatness - We, as a community, leverage our individual strengths to reach challenging goals.
Collaborative Spirit - We believe in each other and find joy in our work.
Limitless Curiosity - We never stop learning and growing.
Moral Compass - We are guided by strong character, ethics, and integrity.
Our hope is that every member of the FWISD family—educators, parents, students, and community members—will adopt and share this set of values as we work to best serve students on their educational journey.

c. Our MTSS Goals:

FWISD believes a Multi-Tiered System of Supports (MTSS) framework will help us achieve our school and community's commitment to the mission to prepare ALL students for success in college, career, and community leadership. MTSS is a problem-solving and prevention model with strong evidence of success. MTSS uses data to inform academic and behavioral instruction and intervention based on individual student needs. Our commitment is to provide a series of coordinated systems and structures that, when implemented with fidelity and rooted in our district's instructional core, result in positive benefits for all students.

Our goal for our students: The MTSS framework allows our students to be known, respected, and supported across the diversity of their learning needs, to achieve success in their academics, personal relationships, and future endeavors.

Our goal for our educators: Educators will use this MTSS Handbook to support all students effectively, easily, and efficiently. We aim to streamline the collection and documentation of observations and student data, as well as the planning and reporting process required for differentiation and intervention. In doing so, we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

An Overview of an MTSS Approach

a. Multi-Tiered System of Supports (MTSS): What & Why

MTSS is NOT new. Put simply, MTSS refers simply to the way we use our FWISD resources to effectively meet students' needs. There are thousands of research-based interventions to choose from, tons of best practices to keep in mind, and many data points to inform our data-driven decision-making. There is tremendous evidence supporting the power of an effective MTSS practice to improve student outcomes for struggling learners, but there is also solidly convincing research that it improves student outcomes for ALL learners. A rising tide raises all boats. **For Best Practice, This**

BRANCHING MINDS

Process Can Not Stand Alone.

b. The Guiding Principles of MTSS:[1]

These are the foundational elements of MTSS that will guide Fort Worth ISD to success. Branching Minds (BRM) has compiled this list from an integration of the Illinois State Board of Education's Eight Essential Elements of Effective Practice for School Improvement, the Colorado Department of Education Essential Components of MTSS, the 10 Steps to RTI Success at the Education Policy Center at the American Institutes for Research and the Heartland Area Education Agency Guiding Principles. We have agreed they accurately describe the guiding principles for our MTSS processes.

Our K-12 Commitment: While secondary schools include the same set of essential components as elementary schools, the strategies utilized may look different.

1. **MTSS is about the success of ALL students.**

2. **Within MTSS, Leadership is vital**.

3. **Educators are respected as diverse lifelong learners.**

4. **Scientific, research-based core instruction and intervention is the foundation for success.**
   a. **Core Curriculum:** To ensure students have the best chance at success, use strategies with a scientific, research-based approach.
      ● Core curriculum and instructional approaches must have a high probability of success for most students (80%).
      ● Implementation of the core curriculum must be verifiably implemented with fidelity.
   b. **Tiered Levels of Support:** Beyond the core curriculum, match students' instruction/support to the level and intensity of their needs. The levels of support provided to students are based on the increasing level of student needs, which is organized through a tiered framework:
      ● Tier 1 is whole class core instruction
      ● Tier 2 is whole class core instruction + additional targeted instruction (often small group)
      ● Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention

---
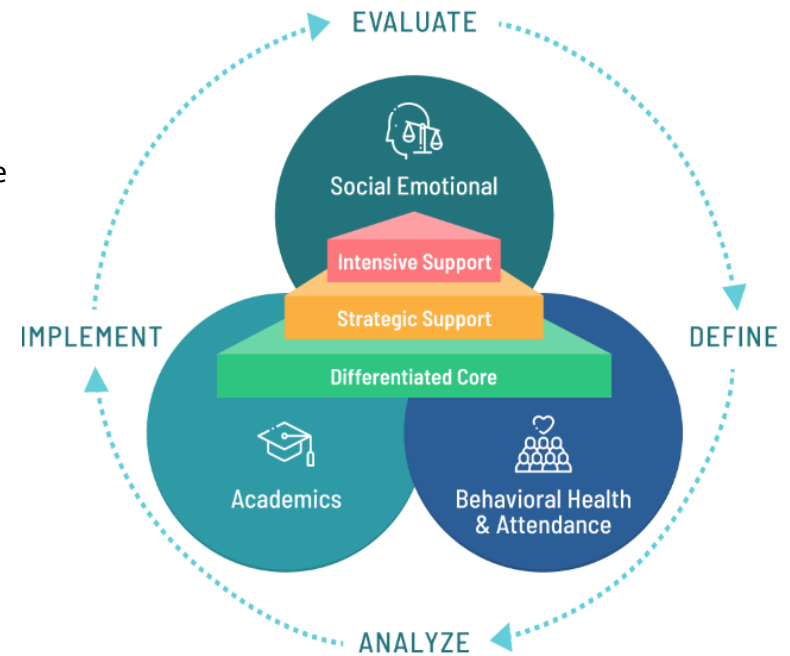
[1] adapted from Heartland Area Education Agency (IDM Guiding Principles).

BRANCHING MINDS

5. **Instructionally relevant, valid, and reliable assessments are critical for providing proactive and reactive support and must be used in conjunction with progress monitoring for MTSS success.**

6. **A Problem-Solving Process is needed to make decisions about the conditions of learning and layered continuum of supports available for students.**
    a. A Problem-Solving Process refers to the method and approach used when determining student needs and how to address them—it defines "who gets what and when."
    b. The Problem-Solving Process outlines a plan for using research-based, targeted interventions and enrichment services with increasing levels of cumulative support.
    c. The Problem-Solving Process outlines the roles and responsibilities of staff and clarifies the procedures and processes within the model (e.g., requirements to move a student into Tier 3, procedures for notifying parents, etc.).

7. **Data guides instructional decisions.**
    a. Data are used to align curriculum and instruction to assessment.
    b. Data are used to allocate resources.
    c. Data drives professional development decisions.

8. **Stakeholder alignment across school, family, and community is integral to the success of students within the MTSS model.**

BRANCHING MINDS

c. The Components of an Effective MTSS

Universal Screening for ALL Students

Multi-Level Prevention System beginning with Quality Core/Universal Curriculum & Instruction

Problem-Solving Protocol (Define the Problem, Analyze Why & Develop a Plan, Implement Plan, and Evaluate the Plan Effectiveness & Adjust)

Making Data-informed Adjustments to Student Support

Communication and Collaboration through Quality Meetings

Universal Screening for ALL students

Screening is generally conducted 3 times a year to identify students who may need additional academic, social, emotional, and behavioral support.

Multi-Level Prevention System

A multi-level prevention system includes a continuum (Tier 1, 2, and 3) of instructional and intervention supports (academic, social, emotional, and behavioral) that are evidence-based and culturally and linguistically responsive.

Problem-Solving Process in MTSS

The Problem-Solving Process utilizing the Branching Minds (BRM) platform drives the decisions made in MTSS, and includes 4 steps:

1. **Problem Identification ("Who and what are we concerned about?")**: the difference between what learning and/or behavior is expected, and what is observed is clearly defined.

2. **Problem Analysis ("Why do we think the problem is occurring?")**: multiple sources of data are used (e.g., formative and summative assessments, counselor referrals, attendance data, the BRM Insight Surveys, etc.,) to generate possible cause(s) of the problem.

3. **Plan Implementation ("What can we do about it?")**: using the BRM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support activities from FWISD-approved resources that are integrated into the BRM library. This helps maximize the likelihood of use, consistency, and a plan for monitoring progress.

4. **Plan Evaluation ("Was our support successful?")**: Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If a positive impact is not evident, the problem-solving process begins again.

Making Data-informed Adjustments to Student Support

It is critical to understand that MTSS is based on this premise:
- the earlier we can identify a problem,
- analyze it so we can best understand our students' needs,

- implement a plan providing each student the level of support they need using research-backed interventions matched to their specific challenges, and
- frequently monitor for fidelity and effectiveness,

the higher the likelihood we can help our students achieve success quickly and commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Making data-informed adjustments to student support includes applying the problem-solving protocol to analyze student response to instruction and intervention and make decisions about adjusting levels of support, instruction, and intervention. Data from valid and reliable screening and progress monitoring help teams determine who gets what, when. Data informs decisions to increase or decrease levels of support through the multi-tiered continuum.

Communication and Collaborating through Quality Meetings

A cohesive approach to student achievement requires a collaborative approach where teachers use assessments to inform individual and collective practice. Collaborative team structures explore data for patterns and determine the causes for success and performance gaps. These teams put data at the center to guide instruction, adaptations, and interventions, to identify students or groups of students who need additional support, and to monitor student progress. Successful collaboration results in data-informed instruction, data-focused school level and student goals, and data-centered professional development.

Section 2: Data-Informed Universal Instruction (Data-Driven Instruction)

Universal Supports

a. Tier 1 Core Instruction:

At Tier 1, **all** students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high-quality instruction is essential. Features of high quality, research-based instruction include (Chard et al., 2008):

1. **Standards-Based Curriculum**: A curriculum based upon the state/district standards.
2. **Systematic Explicit Instruction:** Skills taught increase in complexity over time using direct, clear, and concise instructional language.
3. **Data Driven Instruction:** Encapsulates a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles (daily, weekly, etc.). All of this occurs within Tier 1 supports. The four keys to DDI:

BRANCHING MINDS

i. **Assessment**-what have they learned
ii. **Analysis**-what do they still need to learn and why haven't they learned
iii. **Action**-How will we ensure they learn it
iv. Establishing a **Data Driven Culture**
4. **Differentiated Instruction:** Students have different levels of background knowledge and school readiness. Therefore, differentiated instruction engages each student in active learning according to his/her instructional level. The content, delivery and complexity, instruction can differ within classrooms while allowing all students the opportunity to progress toward standards mastery.
5. **Flexible Grouping:** A combination of the whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students.
6. **Active Student Engagement:** Ensuring all students are actively involved during instruction by employing high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
7. **Classroom Behavior Strategies:** Proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

A solid Tier 1 should be sufficient to help **80%** of students meet or exceed grade-level expectations as measured by a standardized summative assessment (STAAR). If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should evaluate the quality of the curriculum and its delivery. Instructional leaders should also consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement).

b. Tier 1 Core Instruction – Acceleration (e.g., High Impact Tutoring)

When students do not pass the STAAR, EOY State Assessment or if they are not responding to classroom instruction, the MTSS/SST should determine if those student needs are the product of a larger system-level deficiency. If more than 20% of the school population is not meeting expectation on assessments, that is usually a sign that there is a system-level deficiency. If the identified problem or issue is deemed to be due to a Tier 1 instruction/curriculum issue, then certain student(s) with specific identified needs still may receive Tier 2 instruction or Tier 3 intervention but the support team needs to determine what school, grade, or class wide adjustments are required to the academic instruction, behavioral management techniques and/or environment. They must then create a plan for acceleration.

Accelerated core instruction is a way of differentiating instruction through prioritizing curriculum standards based on the learning needs of many students. Accelerated core instruction will ensure that all students receive more targeted, scaffolded instruction in grade-level standards while at the same time providing access to future prerequisite skills. One example used in the district and across the state is High Impact Tutoring (or HB 1416).

The support teams and individual teachers should document instruction adjustments, supports, and differentiation that occurs during core

BRANCHING MINDS

instruction in an AIP (accelerated instruction plan) created for small groups of students. These plans should be monitored and reviewed in the same manner as all other Tier 2 or Tier 3 support plans.

c. Tier 1 Core Instruction - Enrichment

Students who are meeting or exceeding standards may require enrichment beyond the core to demonstrate academic growth. It is the school's responsibility to ensure that all students make academic progress regardless of their entry level.

d. Tier 1 Core Instruction - Specially Designed Instruction

IDEA defines special education services as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability" (34 CFR 300.39) Specially designed instruction refers to adaptations to the content, methodology or delivery based upon individual student instruction that address the unique needs of the child that results from the child's disability, ensure access to the general education curriculum so that the student can meet general standards, and are implemented as outlined in the student's Individual Education Plan.

Specially Designed Instruction (SDI) is implemented per the student's IEP and seamlessly woven into a school's Multi-tiered System of Supports at every or any tier level; where instruction and interventions are implemented using a data-based problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). ALL students have access to differentiated, Tier 1 instruction based on grade-level standards, including students with disabilities, who need various levels of support, scaffolds, and/or adaptations to master grade-level standards. Students with disabilities are legally entitled to specially designed instruction within their least restrictive environment, including intensive interventions, when the intensity of their needs warrants this level of support.

Dyslexia – Students identified with dyslexia are provided dyslexia instructional services by a general education dyslexia teacher or Provider of Dyslexia (PDI) through an Individual Education Plan (IEP). Students identified with dyslexia are provided Specially Designed Instruction (SDI).

e. Considerations for Gifted & Talented (G/T) Students

The goal for G/T students is to ensure that students who participate in G/T services demonstrate self-directed learning, thinking, research, and communication skills. Gifted students may possess an unusual leadership capacity, or excel in a specific academic field, or the arts. Ensuring equitable access to G/T services is a critical charge for educators. G/T students come from a variety of cultural, linguistic, and socio-economic backgrounds and might also be twice-exceptional, both G/T and learning disabled. These factors need to be considered in assessing if G/T identification processes include or exclude nontraditional students.

Support for G/T students focuses on providing them the opportunity to develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom. Rigor, acceleration, and advanced coursework are

BRANCHING MINDS

important components of support for gifted students. While differentiating core instruction provides an opportunity for students to experience some forms of support, it is often the case that time and educator support outside of core instruction are required to assure these students make continuous progress in school.

When determining ways to support gifted students, consider:
1. **Identification** - a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified.
2. **Acceleration** - students move through the traditional curriculum at rates faster than typical. Among the many forms of acceleration are grade-skipping, early entrance to kindergarten or college, dual-credit courses such as Advanced Placement and International Baccalaureate programs, and subject-based acceleration (e.g., when a fifth-grade student takes a middle school math course).
3. **Curriculum Compacting** - condenses, modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. "Compacting" what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.
4. **Grouping** - placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.
5. **Pull-Out and Other Specialized Programs** - research demonstrates the effectiveness of pull-out programs, specialized classes, and other special programs and schools and the curriculum these services use in raising student achievement.

Overview of Universal Supports by Grade-level

FWISD places a strong emphasis on providing quality Tier 1 Core instruction that thoughtfully ensures access to all students. All students receive instruction and support through a coherent curriculum designed to address the skills needed for our students to master grade-level standards with proficiency. It is our expectation that all teachers provide standards-based instruction using district-adopted curriculum materials within their classrooms. Our teachers follow district-wide instructional calendars which identify standards at each grade level and content level. Teachers are requested to have daily lesson plans available that demonstrate differentiated techniques and accommodations that promote increased engagement for students provided in the core instruction. Similar to state standards, teacher lesson plans are dependent on defining how we'll assess student learning. This is why we promote data-driven instruction be embedded at all levels of the teaching process, as using data to inform teaching practice is one of the most effective ways to help students achieve success. Fort Worth Independent School District is dedicated to creating a learning environment that supports students academically and social-emotionally/behaviorally; creating lessons that include universally designed support so that ALL students can access instructional materials in their least restrictive environment. All students regardless of special programs, including 504, Emerging Bilingual, Exceptional Children, and Gifted and Talented, are provided daily core instruction as noted below.

BRANCHING MINDS

Universal Support Grades K-5	
What	State Standards Curriculum Materials by content/grade level Instructional Calendars Lesson Plan Template Accommodations Special Design Instruction (Special Education) Language Learner Supports Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials
When	Core Instructional Reading Block 120 minutes/5 days per week Core Instructional Math Block 90 minutes/5 days per week (110 minutes/5 days a week for K-1) Tier 1 Computer-based Support Lexia block 20 minutes/daily for Reading and Dreambox 60 minutes/weekly for Math

Universal Support Grades 6-8	
What	State Standards Curriculum Materials by content/grade level Instructional Calendars Lesson Plan Template Accommodations Specially Designed Instruction (Special Education) Language Learner Supports Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials Engagement Support: Attendance/Behavior CICO, Classroom Data Monitoring, and Mentors
When	Core Instructional Schedule 7 50-minute periods 5/day per week Advisory period 25 minutes daily (at specific campuses) Afterschool and Saturday Reteach and Tutoring (at specific campuses)

Universal Support Grades 9-12

BRANCHING MINDS

What	State Standards
	Curriculum Materials by content/grade level
	College and Career Readiness
	Instructional Calendars
	Lesson Plan Template
	Accommodations
	Special Design Instruction (Special Education)
	Language Learner Supports
	Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials
	Engagement Support: Attendance/Behavior CICO, Classroom Data Monitoring, and Mentors
When	Core Instructional Block Schedule 90-minute periods 4/day per week; 1 day 45-minute instruction blocks

Section 3: Universal Screening and Progress Monitoring

Comprehensive Assessment Protocol

a. K-12 Alignment

We utilize formative assessments, interim assessments, and summative assessments with our students to gauge their understanding of what is taught; however, MTSS incorporates proactive and ongoing assessments, universal screeners, diagnostic assessments, and progress monitoring. Assessments tell us more than just about our students - they give us an opportunity to assess our systems for stability.

    i. Questions that we ask when reviewing systems:

        1. Is our core healthy?

        2. Are our students responding to interventions?

        3. Are interventions happening with fidelity?

A comprehensive assessment protocol helps teams make decisions about students' progress in all academic content areas. They are Instructionally relevant, valid, and reliable assessments that are critical for providing proactive and reactive support. There are 5 types of assessments, which vary in administration and use.

BRANCHING MINDS

Universal Screening	Periodic skill-based and normed assessment that provides the school with insight into the strength of the core instruction and students' needs.
Diagnostic Assessments	Skill-based assessments provide deeper insight into a student's particular skill deficits.
Progress Monitoring Assessments	Skill-based assessments are used to determine growth when a student is receiving an intervention.
Benchmark Assessments	Standards-driven assessment that measures student performance periodically throughout the year. All core subjects take a quarterly benchmark assessment.
Curriculum Embedded Assessments	Encompass both formative and summative standards-driven assessments that occur ongoing throughout the learning experience and provide teachers with data on student performance related to a particular learning outcome.

Our Universal Screening Plan:

Universal screening is the process of assessing all students to identify individuals who are at-risk or in need of more individualized support (Hughes & Dexter, 2008). It is similar to screening for potential health problems by taking a child's temperature or monitoring their height and weight.

Elementary Universal Screening, Diagnostic Assessment, and Decision Rules

BRANCHING MINDS

Overview: The Measures of Academic Progress (MAP) Growth will serve as the K-5 screener for math and literacy. Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom, school, and district levels and provide some early predictions as to student performance to the state standards. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. MAP is an online assessment of literacy, math, and science. It will be administered to all students in grades K-5 three times during the year (fall, winter, and spring).

Kindergarten students will complete the MAP just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year, we want to be careful about over-identifying young children for specific skill deficit intervention (ahead of natural progressions). Therefore, identification for and design of targeted interventions—will not begin until kindergarten students finish the winter MAP administration, except for rare circumstances that arise. This will allow kindergarten students an adequate opportunity to acquire skills needed to demonstrate mastery of grade-level content in the areas of literacy and math. Academic interventions in kindergarten should be ongoing with students who demonstrate a need in literacy and math.

Screening Domain	Screening Tool	Who Administers	When Administered	Diagnostic Tool	Diagnostic Decision Rule
Reading and Mathematics	The Measures of Academic Progress (MAP) Growth for math and literacy	Any trained staff member Grade K will use MOY Data as a baseline.	Fall/Winter/Spring	NWEA	>40%-Tier 1 21-40%-Tier 2 1-20%-Tier 3

BRANCHING MINDS

Secondary Universal Screening, Diagnostic Assessment, and Decision Rules

Overview: The Measures of Academic Progress (MAP) Growth will serve as the 6-12 screener for specific areas (High School: Algebra I and II, Biology, and Geometry,). Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom, school, and district levels and provide some early predictions as to student performance to the state standards. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. MAP is an online assessment of literacy, math, and science. It will be administered to all students in grades K-5 three times during the year (fall, winter, and spring).

Initial HS Screener: Standards-driven district common assessments will be administered in all core classes three times per year. A secondary tiering tool is the EOY state assessments.

- Students demonstrating a need for Tier 3 support will be screened using an appropriate diagnostic assessment to determine if there is a foundational skill deficit. Students identified with a foundational skill deficit may have a plan aligned to Tier 1 instruction related to the foundational skill as well as a Tier 2 level support plan in any subject areas in which the student needs support.
- There are also times when screening may take place outside of regular windows, for example in the event of teacher concern, transience, trauma, or a change in placement may warrant an additional assessment to help the school team problem-solve.

Early Warning System: Early warning systems help educators identify students who are at the highest risk of not graduating. We utilize an Early Warning system that monitors attendance, and course failures. Our school-level team reviews EWI data every 4-6 weeks and helps us make decisions on additional diagnostic testing that may be appropriate.

In addition to the EWI, monthly grade level/cohort teams may also flag a student as having a warning indicator. A student may be tagged and receive a support plan if the student has:

- demonstrated a pattern of poor attendance in a particular class period
- demonstrated grades that will likely result in course failure
- demonstrated a behavioral pattern that is preventing the student from successfully engaging in the course (suspensions)

This plan should have a short span (time/intensity). Ideally, teams should review this plan bi-weekly. If the need continues beyond a 4-week period, the team should reconvene and consider additional problem-solving.

Screening Domain	Screening Tool	Who Administers	When Administered	Diagnostic Tool	Diagnostic Decision Rule
Reading and Mathematics	The Measures of Academic Progress (MAP) Growth for math and literacy	Any trained staff member	Fall/Winter/Spring	NWEA	>40%-Tier 1 21-40%-Tier 2 1-20%-Tier 3
EWI	Grades, Attendance, Behavioral	School-wide MTSS Team	At least three times/year; or quarterly	Branching Minds EWI Tool	Typically, High Risk Level is Starting Point

Guiding questions:

1) **Are we sufficiently delivering Tier 1 instruction?**

   a) **With universal screening (K-8):** Are at least 80% of students reaching grade-level proficiency?
   b) **With individual screening (9-12):** Are less than 20% of students being referred for individual screening? (i.e., are at least 80% of students expected to meet course expectations defined by 9th-grade assessment, state assessment historical data, and/or grades?)

Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students are demonstrating proficiency per universal screening standards, teams review the MTSS Problem Solving Steps at Tier 1 to determine how to improve the core instruction so it benefits more students. This is where analysis within DDI can help build core instructional practices. Analysis, within DDI framework, is what helps teachers reach those goals. Analysis involves systematically examining interim assessment data thoroughly to determine students' strengths and weaknesses and then taking the necessary steps to address their needs.

2) **Is the Tier 1 instruction supporting our students equitably?**

   a) **With universal screening:** Does the percent of students reaching grade-level proficiency significantly vary across demographic subgroups?
   b) **With individual screening:** Does the percentage of students being referred for individual screening significantly vary across demographic subgroups?

The core instruction should equitably support the diversity of our district. Suppose a particular demographic of students is not sufficiently

BRANCHING MINDS

served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations. In that case, we must evaluate the core related to that demographic of students and problem-solve why it does not sufficiently meet their needs before placing them in Tier 2 or 3. If the majority of students are not being successful within Tier 1 core instruction, it is safe to predict that students who need foundational support at Tier 2 or Tier 3 are not going to be successful either.

Assessments within the framework of MTSS is consistent with the five core drivers of assessment in Data Driven Instruction (DDI):
I.   Assessments must be common and interim
II. Assessments must be the starting point and must be transparent
III. Assessments must be aligned to state tests and college readiness
IV. Assessments must be aligned to instructional sequence
V.   Assessments must be the starting point and must be re-assess previously taught standards

3) **Who needs Tier 2 and 3 support?**
   a) **With universal screening:** Students will be automatically tiered after MAP scores are put in the Branching Minds system. As a campus, you will want to make a goal that students who fall below the 10th percentile should receive Tier 3 level of support, and students who fall between the 10th and 20th percentile should receive Tier 2 level support. HOWEVER, as your campus MTSS is starting to implement practices, your capacity may be to choose the top 10-20% of students that need an intervention plan are served as you build up core instruction at the same time. Teachers and administrators can use the following quick reference guide to assist with tiering/grouping student. (How to tier individual students).

For grades K-12, MAP data are automatically ingested in Branching Minds, the data is then used to automatically bulk tier based on MAP norms (1-20% is Tier 3 and 21-40% is Tier 2).

The MAP performance of the student should be verified by comparing it to other sources of data (past tier performance, benchmark data, formative assessments, etc.). The MAP assessment is intended to over-identify students needing support, so if other data suggest that they are not at-risk, they do not need to receive Tier 2 or 3 level support. Managers can adjust the tier from the Tier History Report on Branching Minds following these directions.

Our Progress Monitoring Plan

Purpose: The purpose of monitoring progress is to determine the effectiveness of a support plan at Tier 1 or an intervention plan on student learning. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to

intervention plans based on data, intervention or phase lines should be placed on student graphs to indicate the change. Students receiving Tier 2 academic supports should be assessed weekly or every other week, while students receiving Tier 3 academic supports should be assessed weekly. Behavioral supports will need to be assessed more often (weekly or more for Tier 2 and daily for Tier 3).

Schedule: As the severity of the student's problem, and the intensity of school resources provided to address that problem increases, so should the frequency of progress monitoring.

Person Responsible: Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Elementary Progress Monitoring Plan for Academic and Behavioral Skills			
Academics	**Suggested Timeline**	**Instrument/ Assessment Used**	**Person Responsible**
Tier 1	*Universal Screening: 3* times per year (beginning, middle, end) for all students K-8	NWEA - MAP	Classroom Teacher
Tier 2	*Monitor Progress:* Twice monthly (more often as concern increases, may need multiple assessments for reliability)	Lexia Units (Reading) Dreambox Lessons (Math)	Classroom Teacher/ Interventionist
Tier 3	*Monitor Progress:* Weekly	Lexia Units (Reading) Dreambox Lessons (Math)	Classroom Teacher/ Interventionist
Behavior	**Suggested Timeline**	**Instrument/ Assessment Used**	**Person Responsible**
Tier 1	*Universal Screening:* 3 times per year (beginning, middle, end) for all students at elementary; 2-3 times per year at secondary	Behavior referrals, counseling referrals, attendance, suspensions, etc.	Administrator
Tier 2	*Monitor Progress: Weekly/Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s)/ Interventionist(s)

Tier 3	Monitor Progress: Daily	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s)/ Interventionist(s)

Secondary Progress Monitoring Plan for Academic and Behavioral Skills

Purpose: Progress Monitoring Assessments and Tools allow staff to visualize the student's growth after receiving targeted or intensified instruction or support so staff can make responsive decisions to adjust support in a timely manner. Fort Worth Middle and High School has selected specific progress monitoring tools that have established reliability and validity for the purpose of evaluating skill-based progress for students receiving targeted or intensified instruction and/or support.

Academics	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	*Cohort Screening: students demonstrating a need based on screener, historical state assessment data, or EWI may indicate the need for additional support within Tier 1 instruction.*	Common content areas assessments (9-12); MAP (specific academic areas 6-12); Benchmarks	Classroom Teacher
Tier 2	*Monitor Progress: Twice monthly (more often as concern increases, may need multiple assessments for reliability)*	Unit Assessments	Classroom Teacher(s)/ Interventionist(s)
Tier 3	*Monitor Progress: Weekly*	Unit Assessments	Classroom Teacher(s)/ Interventionist(s)
Behavior	**Suggested Timeline**	**Instrument/ Assessment Used**	**Person Responsible**
Tier 1	*Universal Screening; 2-3 times per year at secondary*	Early Warning Indicators	Administrators

BRANCHING MINDS

		Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	
Tier 2	*Monitor Progress: Weekly/Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s)/ Interventionist(s)
Tier 3	*Monitor Progress: Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s)/ Interventionist(s)

Section 4: Planning and Implementing Interventions

Core Elements of an Intervention Plan Group Plans (Tier 2) Individual Plan (Tier 3)

An Intervention Plan: An intervention plan differs from Tier 1 support in that it is targeted toward a specific skill deficit. An intervention plan must include a defined goal, progress monitoring assessment, and intervention details like duration, frequency, and setting. Designing these plans should also engage students in goal setting and self-reflection. An intervention plan helps teachers articulate, and students understand:

- The specific skill or ability the student needs to master, which is the goal.
- How they will know that the student has achieved mastery, via a progress monitoring assessment.
- The program, activity, or strategy needed to achieve the goal, which is the intervention.

1. **A Goal:** A goal is a specific articulation of an academic/behavioral skill a student needs to achieve in order to successfully participate in core instruction. Goals should be SMART: they are **S**pecific about what should be accomplished, **M**easurable with quantifiable data, **A**ttainable for that student, **R**elevant to grade-level expectations, and **T**ime-bound over the course of several weeks.

2. **An Intervention:** An Intervention is an intentional, research, or evidence-based program, an instructional activity, or strategy to target a

BRANCHING MINDS

specific academic/social-emotional/behavioral skill. Interventions are delivered with a specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in a variety of contexts such as small groups, one on one, after school, and tutoring.

3. **A Progress Monitoring Assessment** [(Logging and Viewing Behavior Progress):](#) Progress monitoring assessments are quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating). These assessments are given to students receiving Tier 2 or 3 levels of support every other week or weekly, respectively, and provide visibility into the effectiveness of support and guide decision making around changing the support approach. Behaviorally, progress monitoring should typically occur daily.

   The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When entered into Branching Minds in the specific student's plan, this graphing occurs naturally. Students receiving Tier 2 support should be assessed weekly or every other week, while students receiving Tier 3 support should be assessed weekly. Assessments used for progress monitoring should be valid and reliable measures of the specific skill being evaluated so that they can be used to compare students' rate of growth to the expected rate of growth (based on local or national peer comparison or based on a program's prescribed recommendations). Behavior does not have local or national norms, so specific goals will serve as way to monitor progress.

Tier 2 Targeted Group Instruction [Group Plans](#)

At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based targeted small-group instruction aligned with Tier 1 content and performance expectations. Approximately 10-15% of students will need supplemental instruction at Tier 2 to become proficient. Tier 2 support is implemented with groups of students demonstrating common skill deficits or behavioral risk characteristics. These students data should be monitored using Branching Minds, where a collaborative plan is developed, monitored, and documented. This helps determine if the intervention is having the intended impact, and if it should be continued or further options explored.

Targeted group instruction typically involves an additional 60-90 minutes of instruction (outside of core instruction) provided each week (e.g., two to three 30-minute instruction periods, 15 minutes a day). Targeted group instruction must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 3 to 5 students, for elementary, and 6 to 8 students in middle and high schools.

Tier 3 Intensive Individualized Intervention [Individual Plans](#)

Students who have not demonstrated progress with targeted group instruction at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 instruction because they are individualized based on data collected in individual problem

solving, and occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of 3-5 students or a larger group broken into a few groups of 3-5 students, is acceptable for middle and high schools), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Tier 3 involves Tier 1 core curriculum, plus Tier 2 targeted interventions/supports plus more intensive and individualized intervention. Approximately 1-5% of students may need this level of support. Tier 3 refers to academic and behavioral instruction/interventions provided to students considered to be at high risk for failure and in need of our most intensive and individualized support. Tier 3 instruction groups are smaller and sometimes delivered 1:1 when needed.

Tier 3 intervention plans include more than what occurs during intervention time. They should also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports to use at home or in the community.

Our Workflow for MTSS

Elementary MTSS Workflow			
Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer universal screeners (academics and behavior)	*Assessments administered to all students, 3 times per year.*	*Fall, Winter, and Spring*	Administrator
Tier students based on screener data	*Tier 2 – students between 21st and 40th percentile on screener (MAP).* *Tier 3 – students between 1st and 20th percentile on screener (MAP).*	*After screener/benchmark assessments*	Administrator
Establish a high-quality effective core	*Tier 1 has an impact rate of 80%*	*Fall, Winter, and Spring during school-wide health meetings*	Campus MTSS Team
Schedule initial MTSS/SST Meetings	*This may be a small set of students for initial rollout.*	*Twice a Month*	Campus MTSS Team
Collect teacher observations through Insight Surveys	*Insight Surveys should be filled out on the BRM platform for all students receiving Tier 3 support and students in Tier 2 whose deficits need specificity in the area they are struggling with.*	*As students are first identified for Tier 3, then once or twice per year*	Teachers

BRANCHING MINDS

Develop collaborative Intervention Plans	*Goals, progress monitors, and interventions will be added to each student in Tier 2 and 3 in the area they are struggling.*	*During initial support meeting*	MTSS/SST team
Share updates with family and student	*Letters can be generated on BRM platform using preloaded templates,*	*After initial support meeting*	Teachers
Implement intervention and monitor plan	*Teachers and interventions with assigned work will administer.*	*Tier 2: 15-20 minutes per session, 3-5 sessions per week* *Tier 3: Minimum 15-20 minutes per session, 3-5 sessions per week with lower teacher to student ratio*	Teachers and interventionists
Review impact of supports and student progress	*Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.*	*Tier 2: twice a month in grade team meetings* *Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing*	MTSS/SST team
Adjust plan based on relevant data	*If a student did not make sufficient progress, follow problem-solving process and adjust plans.*	*After collaborative review*	MTSS/SST team

Secondary MTSS Workflow			
Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer individual screeners (academics and behavior)	*Basic skills screening assessments administered to students struggling in content area classes*	*As referred by class teacher*	Teachers/ Specialists/ Interventionists/ Coaches
Tier students based on screener data	*Tier 2 – students between 21st and 40th percentile on basic skills screener; between 10-25% on common assessment data.* *Tier 3 – students below 20th percentile on basic skills screener.*	*After screener/benchmark assessments*	Administrator

BRANCHING MINDS

Establish a high-quality effective core	*Tier 1 has an impact rate of 80% (Focus on DDI is designed to help establish the high-quality core)*	*Fall, Winter, and Spring during school-wide health meetings*	School MTSS Team
Schedule initial MTSS/SST Meetings	*This may be a small set of students for initial rollout.*	*Twice a Month*	MTSS Coordinator
Develop collaborative Intervention Plans	*Goals, progress monitors, and interventions will be added to each student in Tier 2 and 3 in the area they are struggling.*	*During initial support meeting*	MTSS/SST team
Share updates with family and student	*Letters can be generated on the BRM platform using preloaded templates. (hyperlink to how to use template)*	*After initial support meeting*	Teachers
Implement intervention and monitor plan	*Teachers and interventions with assigned work will administer.*	*Tier 2: Based on specific intervention group plan; Ideally 25 minutes per session, 4 sessions per week (this can ideally be done during advisory or specific intervention blocks)* *Tier 3: Based on specific intervention group plan; Ideally 25 minutes per session, 4 sessions per week (this can ideally be done during advisory or specific intervention blocks*	Teachers and Interventionists
Review impact of supports and student progress	*Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.*	*Tier 2: monthly in grade team meetings* *Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing*	MTSS /SST team
Adjust plan based on relevant data	*If a student did not make sufficient progress, follow <u>problem-solving process</u> and adjust plans.*	*After collaborative review*	MTSS/SST team

BRANCHING MINDS

Synopsis of MTSS at Fort Worth ISD

An important aspect of building an equitable MTSS system is ensuring that students are paired with need-based instruction and/or support in a timely manner. The matrix Instruction and Support Matrix categorizes broad skill areas in reading and math, pairing them with recommended instruction and supports available at Fort Worth Independent School District. Behavior is not included in this matrix as intervention frequency and duration is dependent on more factors. In using this matrix, FWISD problem-solving teams will pair instruction and support with identified skills needs, not based on other student characteristics. The MTSS/SST is the campus team that assists teachers with unique skillset to help determine specific needs and match with resources on the campus. Our goal at FWISD is to have an array of instructional supports that any student can access to build critical foundation skills if the need should arise.

Our Tier 2 and 3 Support Plan: FWISD advocates the use of a combined Problem-Solving Process for students requiring support at Tier 2 and Tier 3. The planned intervention engagement time, the selection of an evidence-based intervention, and appropriate progress monitoring measure/schedule are systematized through MTSS/SST procedures and scaffolded through Branching Minds. The decision around which evidenced-based interventions constitute a plan is individuated through Branching Minds and based on MTSS/SST decisions. Below are the recommended parameters for group size, intervention engagement time, and progress monitoring frequency by tier:

Overview of Targeted and Intensive Intervention at Elementary Schools				
Tier Level	Duration of Plan	Support Frequency and Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need, or until student meets goal	15-20 minutes per session, 3-5 sessions per week	Every other week or weekly	Small group 1:4 to 1:8 (K-8)
3	6 weeks on specific area of instructional need	Minimum 15-20 minutes per session, 3-5 sessions per week	Weekly	Individual 1:1 to 1:3

Overview of Targeted and Intensive Intervention at Secondary Schools

BRANCHING MINDS

Tier Level	Duration of Plan	Support Frequency and Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need, or until student meets goal	25 minutes daily for Advisory Or During specific reading/math blocks for targeted intervention	Every other week or weekly	Small group 1:4 to 1:8 (K-8)
3	6 weeks on specific area of instructional need	25 minutes daily for Advisory Or During specific reading/math blocks for targeted intervention	Weekly	Individual 1:1 to 1:3

1) To create Tier 3 plans, the team should also consider home and community variables from the parents' perspective to complete problem analysis to pinpoint the specific nature of the student's needs. Data collected during Problem Analysis is used to develop targeted individualized plans. School personnel, parents, and (when applicable) outside agencies determine who is responsible for addressing components of the intervention plan and is documented on Branching Minds. Within the MTSS/SST meeting this helps form accountability for after the meeting ("Did we do what we said we would do?"). The Tier 3 plan is recommended more than what occurs during the additional intervention time. A comprehensive instructional plan incorporates the student's entire day, and extra care must be taken to ensure coordination and collaboration between school personnel and families. Create an academic intervention plan; Creating a Behavioral Health Intervention Plan

2) Families are sent Notice of Intervention Letter, including the plan details at the start of the instruction or intervention (print letter from Branching Minds). Letter is already created so you can use template. Family Communication

3) All intervention session details and progress monitoring documentation is entered and maintained on Branching Minds. Progress Monitoring (Managing To Do List)

4) If a student withdraws or transfers to another school within our district, all MTSS information is updated on Branching Minds and accessible to that school using Branching Minds.

BRANCHING MINDS

Section 5: Making Data-informed Adjustments to Student Support

An Overview of plan evaluation and decision-making guidelines at Fort Worth Independent School District.

Evaluating Effectiveness of Tier 2 and 3 Plans:

The district recommends that grade level teams take responsibility for evaluating the progress of students requiring support at Tier 2, and MTSS/SSTs work collaboratively with teachers and parents to evaluate students requiring more intensive support at Tier 3. However, if a student is stagnant at Tier 2, or grade level teams have additional concerns, they should schedule an individual problem-solving meeting with the MTSS/SST.

Guiding Questions:

1) **Was the intervention delivered with fidelity?**
   a) **Review intervention delivery for sufficient dosage:**
      Before determining if the intervention was effective, it's important first to check that it was delivered for the intended amount of time. Any plans that were delivered below 90% of their intended dosage are considered not sufficiently administered.

      - **How we verify delivery:** At FWISD, we verify the delivery of interventions by recording the sessions on Branching Minds. The Branching Minds platform then displays a status bar of how many minutes out of the intended number of minutes the intervention was received (e.g. minutes of high impact tutoring).
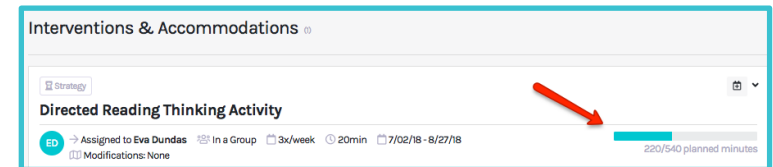
   b) **Review intervention delivery for implementation integrity:**
      Implementation integrity is defined as the extent to which the intervention was delivered as intended. It is recommended that schools ensure that the instructional plan was implemented with integrity before determining a student requires more intensive support, otherwise Tier 2 and 3 interventions are not as effective when Tier 1 is not in place.
      - **How we verify integrity:** At FWISD, the school administrators and/or instructional coaches verify the integrity of intervention delivery through direct observation and teacher self-report. When the delivery of intervention has been verified to be consistent with the intended delivery (found in intervention card on Branching Minds or as part of protocol for specific intervention, like in Lexia or Dreambox), it can be documented in the notes section of the intervention session on Branching Minds.

      Monitoring implementation integrity is not intended to be an evaluative process. Using data about integrity to evaluate a teacher's ability to do his or her job is a misuse of data. Instead, monitoring integrity is intended to be an evaluation of adherence to the instructional plan, and implementation data should be used to judge the extent to which the actual instruction matched the

intended instruction.

If the intervention is not delivered with sufficiency and/or integrity, you will want to be cautious interpreting the growth or establishing whether it is working or not.

2) **Is the student making sufficient progress?**
   a) **Ensure the validity of the progress monitoring data**
      Did we measure what we were teaching and what the progress monitoring measure is designed to measure?

   b) **Review the growth of the student reflected by progress monitoring data**
      What is the student's growth relative to the goal line?: Student growth is documented using progress monitoring graphs on Branching Minds. When examining a student's trend line relative to the goal line, the question you should ask is, "**Is the trend line (i.e., student's performance) above, near, or below the goal line?**"

   Sufficient Growth at Tier 2 and 3: If the trend line is steeper than the goal line, this demonstrates the minimum desired growth has been achieved, and the intervention is likely working. *(A general guideline to consider is that in addition to the trend line, the last 2-3 data points should also be at or above the goal line in order for the student to have demonstrated consistent improved performance.)* If those criteria are met, and class performance has also improved, reducing the intensity or level of support is appropriate. If the student meets the goal but has not improved classroom performance, the MTSS/SST should engage in individual problem-solving to identify possible explanations.
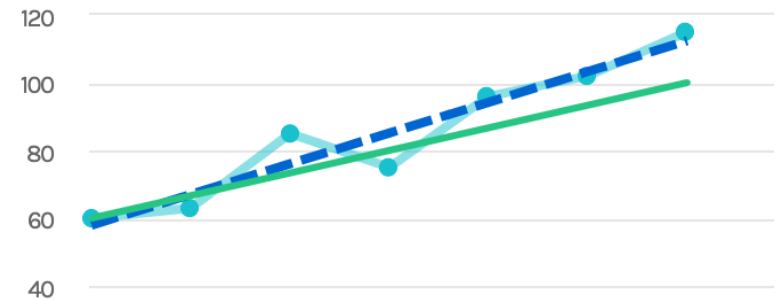
   Uncertain Growth at Tier 2 and 3: If the trend line is below the goal line and performance on grade-level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be indicated

BRANCHING MINDS

on the graph.

It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

Insufficient Growth at Tier 2: If Tier 2 support is determined to be inadequate and the student's growth is below the goal line, he or she may require more intensive support at Tier 3. For this to occur, the MTSS/SST must be certain that prior instructional support has been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information.

Insufficient Growth at Tier 3: If Tier 3 support is determined to be inadequate and the student's growth is below the goal line, the problem-solving team should work to re-evaluate the plan and adjust one or more of the following:

- focus on a different and/or more foundational skill
- change the intervention
- change time of the intervention
- change the interventionist
- increase frequency

Teams should continue to problem solve and adjust plans for students receiving Tier 3. Suppose progress monitoring data have been collected consistently during those intervention periods, and the student still does not show sufficient growth. In that case, it is then appropriate to refer the student for a formal evaluation. The criteria and process for a referral are outlined in Section 7.
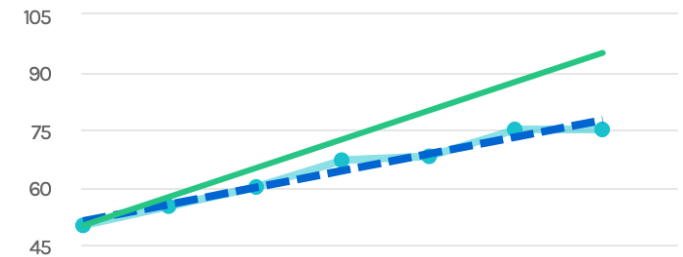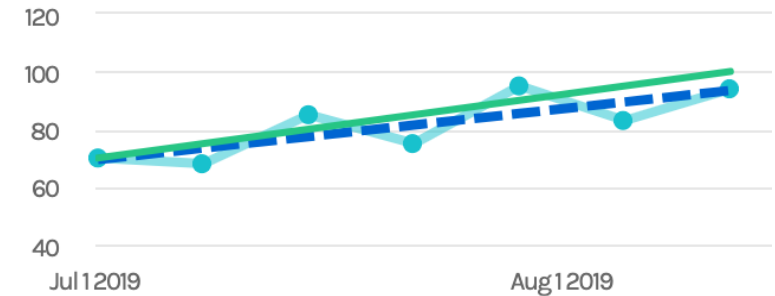
Summary of Recommendations before Changing Tiers:

✓ Daily Tier 1 (core) instruction
✓ 6 weeks of research-based intervention

BRANCHING MINDS

✓ Intervention logs completed

✓ Consistent progress monitoring

✓ Fidelity checks completed with 80% integrity

✓ Documentation of parent communication of student progress

✓ One intervention change (if showing uncertain progress)

BRANCHING MINDS

MTSS Intervention Flowchart Guide

When faced with many data sources and outcomes, it can be challenging to know what to do next. The flowchart is valuable because it guides us to look through multiple lenses when problem-solving. First, we address how to dig deeper to provide support. Whether addressing Tier 1 data-driven core instruction for all learners, Tier 2 needs for targeted learners, or is individualized, targeted support at Tier 3, the flowchart guides problem-solvers to move the plan forward considering the very specialized components at each tier. Simultaneously, the flowchart refers problem-solvers to continuously evaluate and ensure
the implementation of a strong core instruction under every layer of support. The visual of the MTSS Triangle turned on its side best represents that interventions occur in a layered approach, increasing intensity and duration of support as needed.
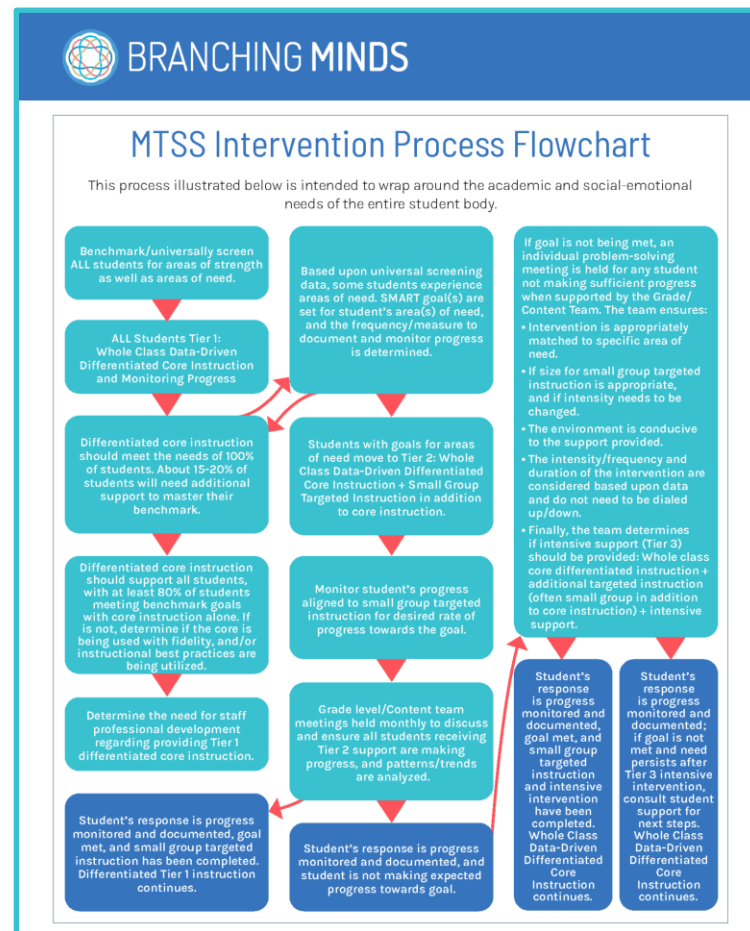
[Click here for the PDF](#)

BRANCHING MINDS

Section 6: Communication and Collaboration within MTSS

Guides for Different Types of MTSS/Student Support Team (SST) Meetings at FWISD

There are three types of meetings that help drive effective MTSS. MTSS/SST meetings are the "actionable arm" of MTSS. These meetings have been referred to in the past as SST or MTSS/SST meetings. The following meeting types are considered MTSS/SST meetings but the following guides help give some specificity and direction as you plan these meetings. The Student Support Team (SST) is a foundational component within the district's Multi-Tiered Systems of Support (MTSS) framework. MTSS/SST meetings are held at the campus level with the intent of engaging in data-based decision making, providing multidisciplinary behavioral supports for students who present with elevated needs (i.e., Tier 2 and 3), and refining practices by increasing the development and utilization of progress-monitoring instruments. Commitment to the usage of the MTSS/SST ensures the following:

- A higher degree of interdepartmental collaboration and reinforced vision;
- Reductions in both gaps and duplications of services;
- Increased continuity and access to student data for district stakeholders;
- Higher degrees of accountability, which enhances professional performance and student outcomes.

The campus MTSS/SST meets at least twice per month to ensure stakeholder commitment, overall fidelity, and routine delivery of high-quality student support services. Meeting duration will vary accordingly both between and within campuses based on the overall level of student need. Effective MTSS/SSTs are comprised of administrative team members, campus-based instructional staff, Special Education staff, Student Support staff, and other relevant district stakeholders. The SST Protocol was designed with simplicity and flexibility in mind; thus, it can also serve as the problem-solving process for multiple campus-based teams (e.g., Accelerated Learning Committees [HB 1416], Section 504, Equity Teams, Student Support Plan [SSP] development, etc.).

The processes outlined within the SST Protocol promote student achievement and remove barriers to ensure equitable access to resources for all students. MTSS/SST Protocol

An effective MTSS practice is comprised of three different types of meetings that have three different functions and agendas:

1) **The School Level MTSS/SST Meeting (Elementary and Secondary)** The goal of this meeting is to understand the health of school-level MTSS practice by looking at the percent of students who are adequately being served by the core, the equity of instruction across demographics, grades, and classrooms, and improvement in student outcome measures since the last meeting. These metrics are used to evaluate the quality of practice across Tier 1, 2, and 3 levels of support and guide school-level improvement plans. Currently, as your campus begins the process of using Data Driven Instruction, you will gain more knowledge of the overall health of instruction. Branching Minds also provides guides/reports to supplement and specifically target the strengths and weaknesses at the various tier levels (See Tier Level Report). You can also reference your roots report.

BRANCHING MINDS

- At the elementary and secondary level this type of meeting is within the cadence of the twice a month meetings and would best be set up at the start of each semester after initial screeners as a way to check on overall health of campus and determine where resources are best utilized and identify any major areas of concern that exist from a campus level as well as helping reset the MTSS/SST and its priorities.

School Level Meeting	
Goal	1. Check for health of core to identify where core needs to be strengthened -- looking by topic, grade, demographic, skills and subskills 2. Check for health of tier level supports and practice by monitoring tier movement 3. Monitor the use of resources and support to determine if students who need plans are receiving them, if the interventions are being delivered with fidelity and whether there are any other system needs that need to be deployed in order to empower teachers to effect positive change
Duration/ Frequency	1 hour, 2x per year (post-universal screeners or at start of semesters after all relevant school-level data is available)
Attendance	● Principal ● Data specialists (e.g., AP, counselor, data analyst) ● Student service/instructional service representative ● Special Ed representative/teacher ● Grade-level rep (large schools) OR Gen Ed teacher rep (small schools)
Agenda	Meeting after screener, leverage benchmark performance data, benchmark growth data, tier movement data, student support data (# of students who need support, received support, support delivered with fidelity) to answer the following questions: ● Examine percent of students adequately served by the core- **Is our core supporting > 80% of students?** ● Examine equity of core instruction (across demographics, grades, and classrooms)- **Is our core supporting students equitably? If not, where? for whom? with what?** ● Evaluate student body growth and tier movement- **Are our students progressing (i.e., do we see healthy tier movement)?** ● Evaluate equity of student growth and tier movement- **Are students progressing equitably? If not, where? for whom? with what?** ● Evaluate quality of intervention delivery - **Are we providing sufficient support?** ● Plan for improved support- **How many students need plans? In what areas? How many of them actually** ● **have them? Are they being provided with fidelity?**

2) The Grade/Content Team MTSS/SST Meeting (Elementary and Secondary): The goal of this meeting is to ensure at-risk students are receiving

BRANCHING MINDS

support and making progress, that patterns/trends in student growth are identified, and that plans are adjusted or support is provided to teachers based on observed trends in student need. ***Students with IEPs, students learning English as a second language and those exceeding those exceeding expectations/needing enrichment are always included in these discussions too!***

- At FWISD elementary campuses this meeting is conducted by each grade or content team on a minimum twice a month basis to discuss students receiving Tier 2 and 3 support. This team also determines if other students need to be brought to team for problem-solving.
- At FWISD secondary schools there are specific weekly and monthly meetings for grade levels to assess efficiencies that support growth within the whole grade level. This team identifies opportunities to support students toward graduation as a grade-level team, addressing course pass/failure rates, attendance, and behaviors. etc.

Grade/Content Team Meeting	
Goal	1. To create plans for students needing tier 2 level support 2. To monitor the progress of all students needing tier 2 or 3 level support 3. To look for trends in support needs 4. To identify students in need of an individually focused problem-solving meeting
Duration/ Frequency	1 hour - typically twice a month (or more based on need)
Attendance	All teachers and specialists who are working with students receiving Tier 2 support in that grade or content area.
Agenda	***First meeting after screener*** ● Tier and/or review tier placement of students ● Create Tier 2 groups and plans (Academic and or Behavior) ● Schedule students receiving Tier 3 support problem-solving meetings *Questions to consider:* - *How are we identifying students with common needs (skill and level) based on screeners and EWI?* - *Does classroom performance/other data verify these groupings?* - *How will we create the support plans for these cohorts? (Including smart goals, progress monitors, aligned interventions and assigned to stakeholders)* - *Do we have the structures and resources we need to provide these supports? Such as additional staff allocated for intervention, a structured time of day for intervention, etc.*

BRANCHING MINDS

Follow-up meetings
- Review progress of Tier 2 groups
- Look for trends in student growth
- Make course corrections to promote growth (e.g., provide support to teachers, change strategy)
- Schedule individual problem-solving for students if necessary

Questions to consider:
- *What trends or patterns do we see in student growth?*
- *How do we address identified trends to better support all students?*
- *Who needs continued support?*
- *How can we group these students to maximize our impact?*
- *Who should work with which small groups for intervention?*
- *What should we change to support students not making sufficient progress?*

3) [The Individual Student Support MTSS/SST Meeting (Elementary and Secondary):](#) This meeting provides the time and space for individualized deep dive problem-solving for students not making sufficient progress when supported by the Grade/Content Team Community Meeting, e.g., stagnating students receiving Tier 2 or 3 support. These meetings can be integrated into grade level/content meetings.
- At the FWISD elementary students can be brought to Individual Problem Solving MTSS/SST meetings at any time they exhibit significant deficits on universal screeners, consistent inability to access grade-level content, trauma, or failure to make progress with Tier 2 and Tier 3 interventions and grade level/content area problem-solving is not changing the student's outcomes.
- At FWISD secondary schools, students can be brought to their MTSS/SST meetings for individual problem-solving at any time they exhibit significant deficits on universal screeners, consistent inability to access grade-level content, trauma, or failure to make progress with Tier 2 and Tier 3 interventions, and grade level/content area problem-solving is not changing the student's outcomes.

Individual Student Support Team Meeting	
Goal	Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans.
Duration/ Frequency	During twice a month MTSS/SST meeting. It is critical that the meeting be prepared thoroughly prior as this is for students with individual needs and plans. This will help with data collection prior and inviting the appropriate staff (or families). Each student should be discussed for no more than 5-10 minutes, based on needs and with knowledge that if parent is going to be invited then there will need to be more time allotted.

BRANCHING MINDS

Attendance	● Administrator ● Intervention specialist(s) ● General education or special education teacher of student being discussed ● Other relevant personnel that know student(s) ● Parent(s)/guardians as appropriate

Agenda	● **Teacher presents data that includes (problem identification):**
	    ■ Background/environmental factors (e.g attendance concerns, homelessness, EB status, etc.)
	    ■ Benchmark/screener
	    ■ Teacher(s) observations
	    ■ Previous interventions and progress
	    ○ *What is the specific area of challenge?*
	● ***Why is the student struggling (problem analysis)?***
	    ○ What has been tried?
	    ○ What could be impacting success?
	    ○ What has progress looked like thus far?
	● ***Team creates intervention plan to support student***
	    ○ Where is the student presently performing?
	    ○ What is a SMART goal for this student?
	    ○ What intervention/program/strategy will we use to work towards the goal?
	    ○ How will we measure progress?
	    ○ Where/when will support happen?
	    ○ Which staff will be responsible for instruction/data gathering/evaluating?
	● **Document plan in Branching Minds and share out to all stakeholders, including parents**
	● **Set a date on the calendar for a follow-up meeting (6-8 weeks after)**

School-level Teaming

a. Forming a MTSS/SST Team

The MTSS/SST team is a school-based problem-solving team; it's the "actionable arm" that drives the MTSS system. The MTSS/SST proactively addresses system needs by reviewing school-wide data (within grade levels and classrooms) and supports individual student growth by helping to monitor progress and make decisions for students at Tier 2 and 3. **The administrator designates the composition of the MTSS/SST.** MTSS/SST membership is determined both by standing members who contribute expertise from their respective disciplines and those who may be invited to address a specific concern.

● *Examples of standing members on the MTSS/SST include:* administrator, general education teacher, school psychologist/counselor,

interventionist, content area specialist, EB teacher, special education teacher, and grade-level or department representatives.

MTSS/SST School-Level Team duties are as follows:

Meet regularly with a structured agenda that varies throughout the month to:
- Review screening data
- Review school-wide data, consider feedback and concerns from PLCs, and make data-based decisions;
- Provide input on professional development as it relates to the school's MTSS system and Tier 1 needs;
- Provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings;
- Support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers;
- Discuss and communicate with the team on issues relevant to the MTSS process;
- Consult and collaborate with administrators, counselors, teachers, and parents about MTSS, problem-solving process, and procedural integrity;
- Hold problem-solving meetings (that include parents) for individual students;
- Refer students for comprehensive special education evaluations when data indicate this step is warranted.

Successful teams clearly articulate everyone's roles and responsibilities, so people are adequately able to prepare for what is expected of them and bring their best to the team. The following are typical roles and responsibilities that should be explicitly assigned to members of the MTSS/SST team, given individual strengths and abilities:

In FWISD, here is how we have distributed the roles:

Role	Duties	Staff Member Assigned
Administrative Representative	- Provides leadership at MTSS/SST meetings - Facilitates monitoring of instructional integrity within grade levels/departments - Provides leadership at MTSS/SST meetings - Ensures progress monitoring for all students in Tiers 2 and 3 levels of support - Designates Facilitator, Timekeeper, and Recorder	Principal or AP
MTSS/SST Facilitator/Recorder	- Coordinates and sets agenda for MTSS/SST meetings - Provides expertise to MTSS/SST regarding problem-solving process - Provides expertise in data analysis and Identifies trends in student/staff need across school	Determined by administrator

BRANCHING MINDS

Grade-Level/Content Area Representative	● Serves as liaison between PLC/grade/content/MTSS/SST ● Attends grade level MTSS/SST meetings on a regular basis ● Identifies trends in student/staff need across grade-level or content area	Determined by administrator
Specialists (e.g., EB teacher, speech/language pathologist, intervention teacher, counselor, behavior specialist)	● Serves as a liaison between department and MTSS/SST ● Attends grade level MTSS/SST meetings on a regular basis ● Identifies trends in student/staff need across grade-level or content area ● Presents data/background information on student being discussed (*in the absence of classroom teacher*)	Specialists with knowledge of specific student(s)/ resources
Classroom Teacher	● Provides experience with and knowledge of student being discussed ● Presents data/background information on student ● Ensures next steps are documented and communicated with student and/or family	Relevant classroom teacher

b. School-Wide MTSS: Staff, Roles, and Responsibilities

Critical to the functioning of an effective MTSS/SST is communication and collaboration between all school personnel. It is important to remember as we identify roles within an MTSS system that, as educators first, we *all* own the success of *all* students.

Successful MTSS implementation requires well-defined procedures at the site level, in addition to clearly articulated roles and responsibilities. It is essential that school administrators identify and designate staff who will address the what, when, and how of MTSS implementation for positive student outcomes to be achieved.

Role/ Teaming	Purpose and/or Actions
The Principal or Site Administrator	Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the MTSS/SST, and incorporate MTSS into their school improvement plans. Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80% of the school population. Administrators develop the master schedule to include blocks of time for intervention/enrichment. Administrators monitor the integrity of instruction at both the core and intervention levels and consider the following:

BRANCHING MINDS

1. Monitoring core instruction:
- Are all students working with grade-level materials and standards?
- Are teachers well-supported in implementing adopted programs and items from the approved supplemental list?
- Is content for students appropriately paced?
- Does the movement through material attend to the developmental readiness of the student?
- Is there evidence of differentiated instruction (is Reteach being conducted effectively)?
- Is small-group, leveled instruction provided multiple days each week?

2. Monitoring intervention integrity:
- Is the intervention plan implemented with integrity?
- Administrator signs off on the integrity of instruction and intervention across tiers.

3. Establishing a feedback system regarding instructional integrity:
- Make quality instruction a part of the annual goals for all teachers.
- Acknowledge staff members who are delivering quality instruction and support those who are not to raise their level of performance.

Professional Learning Communities (PLCs) or Grade/ Department Level Teams	PLCs (department and/or grade-level teams) serve a critical role in problem-solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. They plan for grouping, content, and delivery of instruction at Tiers 1 and 2. PLCs review universal screening data and use this information to inform Tier 1 differentiated instruction.

Additionally, PLCs identify students who are not responding successfully to core instruction and support and utilize differentiated instruction to support them. PLCs make data-based decisions to identify students in need of Tier 2 targeted group instruction. PLCs meet regularly for instructional planning, data review, intervention plan adjustment, paperwork completion, and instructional decision-making (e.g., student movement between tiers).

PLCs work with the MTSS/SST to generate interventions based on individual problem-solving when students are considered for, or already receive Tier 3 support. Information found/produced at a PLC help provide data that is relevant for MTSS/SSTs to review Tier 1 progress data to determine if Tier 3 targeted interventions are resulting in student success with core instruction and support. Within an MTSS framework, it is recommended that classroom teachers manage students who are in Tier 1, while the MTSS/SST manages students in Tier 2 and Tier 3 (a teacher familiar with the student is generally a part of the MTSS/SST team) |

BRANCHING MINDS

School Support Staff in an MTSS Framework	Given current budget considerations and limited state funding for education, resources to support student success are scarce. This situation requires school-based teams to think creatively about how to maximize resources at the site level. Under the leadership and guidance of the administrator, the MTSS/SST identifies key personnel to provide high-quality intervention and instruction, matches evidence-based instructional materials to student needs, and designs well-planned schedules to maximize the delivery of services within the three-tiered model. A critical resource in all schools is the highly qualified support staff, who lend expertise to supporting student success. However, teams must exercise judgment consistent with legal guidelines and district policy when determining how to allocate these teachers' time. Support staff, such as special education or EB teachers, must honor their responsibilities to provide the uniquely designed instruction delineated on students' Individual Education Plans or through the EB department.
Classroom Teachers	Classroom teachers are the front line of MTSS. General education teachers have the best opportunity to enhance intervention and instruction in their classrooms by providing standards-based and differentiated core instruction for all students. Whether it is meeting the needs of students who are gifted, students who are learning English, or students who have IEPs, regular classroom teachers have the greatest daily impact on learning. Classroom teachers know and understand intervention plans for groups and individuals, allowing for follow-up and additional support in the regular classroom. General education teachers and/or core subject teachers participate in data collection—both school-wide screening and progress monitoring. With this knowledge, these teachers are best able to change or adapt instructional strategies based on information gained through the data collection process. Whether directly responsible for data collection or not, teachers review all their students' data to understand performance levels and inform instruction. Classroom teachers work with their MTSS/SST to identify and plan instruction for Tier 1 (in the classroom) and Tier 2. If a student demonstrates the need for Tier 2 and Tier 3 support, classroom teachers collaborate with the school's MTSS/SST to engage in and work within Branching Minds for individual problem solving.
School Counselor	Professional school counselors implement a comprehensive program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the problem-solving process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement

BRANCHING MINDS

	intervention programs that assist in student success.[2]
School Psychologist	School psychologists are valuable members of the problem-solving team. School psychologists possess expertise in assessment, can understand and interpret data for academic, social-emotional, and behavioral areas, and are considered mental health professionals. School psychologists also possess knowledge about school systems, family systems, and community systems including, but not limited to: ● Knowledge of school law, special education law, Section 504 law (including eligibility criteria) ● Knowledge of school-wide practices to promote learning (multi-levels of support within schools for both academics and behavior) ● Knowledge of the importance of fidelity (for core instruction, intervention, and systems implementation) ● Knowledge of data-based decision making within school systems ● Collaboration within the school system, with families, and within community systems (including physicians and mental health providers).

Section 7: Referral for Special Education Eligibility

Referring for a Comprehensive Evaluation to Determine Special Education Eligibility:

The MTSS/SST continuously evaluates the growth of students who are receiving Tier 3 interventions by reviewing progress monitoring data and the intervention plan. A student who fails to demonstrate growth over time that instructional, curricular, and environmental variables that may contribute to or influence individual student learning have been considered and adjusted as needed may ultimately be referred for a comprehensive evaluation because the team suspects the student may have a disability. Before the MTSS/SST refers a student for a comprehensive evaluation, the team should be confident. This requirement, outlined in the previous section, ensures that school personnel has responsibly and comprehensively taken steps to address variables that can be controlled within a school setting (e.g., instruction, curriculum, environment) to rule out the possibility that these are not the primary causes of a student's lack of growth or failure to respond to instruction and intervention.

Referral for a comprehensive evaluation reflects the suspicion of a disability and indicates the MTSS/SST's belief that a student's lack of growth is due to learner variables that require specially designed instruction. A comprehensive evaluation is pursued under federal guidelines (IDEA, 2004).

---

[2] "The Professional School Counselor & Response to Intervention" (adopted in 2008 by the American School Counselor Association)

BRANCHING MINDS

Under current federal guidelines, parents may request a comprehensive evaluation to determine special education eligibility at any time. This is called a request for a special education evaluation when a parent makes it. A request should be made in writing to the proper staff member. The school will respond with information on whether it will proceed with an evaluation. The school must respond in writing within 15 school days.

Students receiving special education services may participate across tiers depending on needs. For example, a student eligible under the category of Specific Learning Disability in the area of math may be receiving support at Tier 1 for reading, Tier 2 for behavior, and Tier 3 for math. The goal for all students receiving support at Tier 3, including those who are special education eligible, is to close the achievement gap and transition back to less restrictive support.

Our Referral Process for Special Education:

A referral for special education will be determined when the data (i.e., progress monitoring, fidelity checks, intervention logs, parent letters, rate of growth, gap analysis) indicate that a student may have a learning disability (*which all can be viewed from the Branching Minds Student Intervention Report*).

It is important to note that:

    1) Any time a Student Support Team suspects the student is a child with a disability, a referral should be made; and

    2) Response to Intervention/ MTSS practice is not required or appropriate for all areas of suspected disability.

Any information obtained during the MTSS data collection and intervention period may be used as part of the eligibility determination following informed written parental consent.

Parents have a right to request a special education evaluation at any time and schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. (Parent Request Administrator's Flow Chart)

If a parent submits a written request for an initial evaluation to FWISD's director of special education or any administrative employee, the school must, by the 15th school day following the date of receipt of the request, provide the parent either:

    1) prior written notice of its proposal to conduct an evaluation, a copy of the *Notice of Procedural Safeguards*, and the opportunity to give written consent for the evaluation; or

    2) prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an initial evaluation and the information that was used as the basis for the decision, as well as a copy of the *Notice of Procedural Safeguards*.

BRANCHING MINDS

If the school proposes to conduct an initial evaluation, written, parental consent must be obtained, and the muti-disciplinary evaluation team should promptly complete the initial evaluation report. The initial evaluation report must be completed no later than the 45th school day following the date parental consent is received.

As a reminder, it would be inconsistent with IDEA's evaluation requirements for the school to reject a referral and delay provision of an initial evaluation on the basis that a child has not participated in a Response to Intervention/ MTSS framework.

Section 504 [(Click for More Details)](#)

The Office of Civil Rights defines the need for a Section 504 as follows:

- The ED Section 504 regulation defines an "individual with handicaps" as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

- The key factor in determining whether a person is considered an "individual with handicaps" covered by Section 504 is whether the physical or mental impairment results in a substantial limitation of one or more major life activities. Major life activities, as defined in the regulation, include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

- The impairment must have a material effect on one's ability to perform a major life activity. For example, an individual who has a physical or mental impairment would not be considered a person with handicaps if the condition does not in any way limit the individual, or only results in some minor limitation.

The legal duty of Section 504 related to schools is Child Find:

- A student identified under Child Find that is eligible for Section 504 services will receive formalized accommodations or support services available as identified within the Section 504 plan. Child find extends non-discrimination protections to students both academically and behaviorally in support of FAPE (free appropriate public education) and safeguards their ability to function within the general education classroom environment with their non-disabled peers.

- The role of the School District is to determine if a student qualifies for 504 Accommodations through an Initial 504 Meeting.

- The Office of Civil Rights under the U.S. Department of Education is responsible for overseeing the Section 504 Rehabilitation Act of 1973 and the related implementation by School Districts.

Appendices

Appendix A: MTSS Resources

- MTSS/SST Meeting Guides:
    - Individual Meeting (Tier 3)
    - Grade/Content/Cohort Meeting (Tier 2)
    - School Level Meeting (Tier 1)
- MTSS/SST Protocol
- MTSS School-Level Roles and Responsibilities
- MTSS Flowchart
- FWISD PBIS Implementation Handbook
- Discipline Flow Chart
- TEA MTSS Fact Sheet for Families
- 23-24 Tier 1,2,3 Literacy Resources
- MTSS Pathway for Accelerated High School Students
- Parent SPED Evaluation Request Administrators Flowchart
- Speech-Language MTSS Flowchart

Appendix B: Timeline

FWISD MTSS Timeline

Time Period	Activity	Date Completed
June - July	**FIRST DATA REVIEW TEAM MEETING** Review student data at the school, department/team, classroom, and individual levels: • Summer School Data/ALC Meetings/Tutoring • Data (STAAR, EOC, MAP, District Assessments, etc.) • Focus Data (discipline, attendance, etc.) • Branching Minds (previous year's data) • Identify evidence-based interventions and resources • Schedule intervention time into the master schedule.	

August	**1ST Administration of Universal Screener**
	 • Provide MTSS Training for campus staff.
	   o New teachers—initial/full training
	   o Returning teachers—refresher with updates
	 • Schedule MTSS/SST Meetings Master calendar.
	 • Ensure MTSS expectations and procedures are reflected in staff handbook.
	 • Create campus behavior plan with clear expectations and acknowledgement system.
	 • Provide training on campus behavior plan to ensure consistency and alignment.
	 • Identify students considered at-risk at end of previous year and ensure they are scheduled correctly to maximize intervention effectiveness.
	 • Review students with attendance issues and set up proactive plan for monitoring.
	 • Create/update academic Campus Intervention Matrix. (What resources will you use for Tier 2 Tier 3	

BRANCHING MINDS

	Interventions, tutoring time, advisory period, etc.)
	¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ • Verify student, teacher, and admin team accounts • Indicate student IEP status for specific content areas • Ascertain that all IEPs at a Glance and 504s at a Glance are uploaded in student profiles	
September	<mark>Finish administering universal screeners.</mark> • Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Monitor classroom expectations through classroom observations for Tier I and II behavior management, instructional systems, and strategies. • Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. • Monitor attendance and create plans for students with high absences/tardies. ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ • Model, support, and monitor the creation of intervention plans (goal + progress monitor + materials/strategies) • If teachers are supporting a student not on their FOCUS roster, manually assign student. • Monitor and support staff "Current To-Dos" and "Overdue To-Dos"	

	Conduct student conferences/MTSS meetings (discuss and develop plans for students at risk) **Please note: A meeting is NOT required to begin interventions and supports.** **Begin supportive interventions and supplemental programs** <mark>*Fidelity check of intervention planning in Branching Minds</mark> <mark>Fidelity check of instruction</mark>	
October	**SECOND DATA REVIEW TEAM MEETING** • Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development related to behavior, Intervention planning, data analysis, etc. • Monitor attendance and create plans for students with high absences/tardies. • Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. • Attend teacher/parent conferences of students with significant concerns. • High Schools: Ensure credit audit for all students. Create plans for credit Recovery and document interventions in Branching Minds. Request problem- solving meeting for students with multiple concerns. ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤	

	• Support progress monitoring documentation for all intervention Plans and creation of High Impact Tutoring Groups • Ensure meeting and family communication documentation is current/accurate • Monitor and support staff "Current To-Dos" and "Overdue To-Dos" • Generate, save, and send home intervention letters (SB 1153) • Review Accelerated Learning report 2 x per month	
November	• Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. • Monitor attendance and create plans for students with high absences/tardies. • Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. • Attend teacher/parent conferences of students with significant concerns. • High schools: Review credit and attendance recovery plans ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ • Support progress monitoring documentation for all	

BRANCHING MINDS

	intervention plans	
	• Ensure meeting and family communication documentation is current/accurate	
	• Monitor and support staff "Current To-Dos" and "Overdue To-Dos"	
	• Support and monitor revision of existing or creation of new intervention plans	
	• Review Accelerated Learning report 2 x per month	
December	• Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress.	
	• Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress.	
	• Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc.	
	• Monitor attendance and create plans for students with high absences/tardies.	
	• Observe classrooms and common areas to assess campus and classroom management plans and instructional systems.	
	• Attend teacher/parent conferences of students with significant concerns.	
	• For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech-language consult, 504/dyslexia, G/T, special education).	
	• High schools: Review credit and attendance recovery plans	
	¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤	

BRANCHING MINDS

	• Support progress monitoring documentation for all intervention plans • Ensure meeting and family communication documentation is current/accurate • Monitor and support staff "Current To-Dos" and "Overdue To-Dos" • Review Accelerated Learning report 2 x per month	
January	**THIRD DATA REVIEW TEAM MEETING** **2nd Administration of Universal Screener** **Review list of students at risk.** (If any student is not making adequate progress, add student to the list. The intervention plan must be reviewed, revised and implemented. Ensure use of evidence-based interventions. Progress monitoring is key) **Resume supportive interventions and supplemental Programs** • Administer middle of year (MOY) screeners. • Refocus on campus and classroom behavior system with booster training. • Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development in target areas. • Monitor attendance and create plans for students with high absences/tardies. • Attend teacher/parent conferences of students with significant concerns. • For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for evaluation/services (e.g. counseling, home visit, - language consult, 504, special education). • High schools: Review credit and attendance recovery	

53

BRANCHING MINDS

	plans and update credit audit information.	
	¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤ • Support and monitor revision of existing or creation of new intervention plans • Support progress monitoring documentation for all intervention plans • Ensure meeting and family communication documentation is current/accurate • Monitor and support staff "Current To-Dos" and "Overdue To-Dos" • Review Accelerated Learning report 2 x per month	
February	• Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. • Monitor attendance and create plans for students with high absences/tardies. • Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. • Invite students to Summer Learning • Attend teacher/parent conferences of students with significant concerns. • For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for evaluation/services (e.g. counseling, home visit, speech-language consult, 504, special education). • High schools: Review credit and attendance recovery	

BRANCHING MINDS

	plans ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤ • Support progress monitoring documentation for all intervention plans • Ensure communication to parents about Summer Learning is documented in Family Communications • Monitor and support staff "Current To-Dos" and "Overdue To-Dos" • Support and monitor revision of existing or creation of new intervention plans • For students receiving interventions who did not receive interventions in the Fall, generate, save, and send home intervention letters (SB 1153) by <u>Feb 28</u>[th] • Review Accelerated Learning report 2 x per month	
March	• Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development. • Monitor attendance and create plans for students with high absences/tardies. • Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. • Attend teacher/parent conferences of students with significant concerns. • For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for evaluation/services (e.g. counseling, home visit, speech-language consult, 504, special education).	

	• High schools: Review credit and attendance recovery plans. Grade Placement Committee and SST Team will review data on students in danger of retention or failure for additional recommendations for intensive interventions or programs. Continue supplemental program and implement intensive programs as recommended. ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ • Support progress monitoring documentation for all intervention plans • Ensure meeting and family communication documentation is current/accurate • Monitor and support staff "Current To-Dos" and "Overdue To-Dos" • Support and monitor revision of existing or creation of new intervention plans • Review Accelerated Learning report 2 x per month	
April	**3rd Administration of Universal Screener** • Plan summer programs and conduct MTSS/SST follow ups • Continue to progress monitor students and collect data • Focus on at risk Tier 2 and Tier 3 students • Ensure PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. • Ensure MTSS/SST members engage in problem-solving for highest need students, create Tier 3 intervention plans as needed, and monitor student progress. • Plan for ongoing professional development. • Monitor attendance and create plans for students with high absences/tardies. • Observe classrooms and common areas to	

BRANCHING MINDS

	assess campus and classroom management plans and instructional systems.	
	• Attend teacher/parent conferences of students with significant concerns.	
	• For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for evaluation/ services (e.g. counseling, home visit, speech-language consult, 504, special education).	
	• High schools: Review credit and attendance recovery plans	
	¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤	
	• Support progress monitoring documentation for all intervention plans	
	• Ensure meeting and family communication documentation is current/accurate	
	• Monitor and support staff "Current To-Dos" and "Overdue To-Dos"	
	• Support and monitor revision of existing or creation of new intervention plans	
	• **R**eview Accelerated Learning report 2 x per month	
	• ***Fidelity check of intervention planning in Branching Minds Fidelity check of instruction**	
May	**FOURTH DATA REVIEW TEAM MEETING**	
	• Ensure MTSS/SST members review status of all students receiving interventions.	
	• Administer end of year screeners and analyze data.	
	• Based on EOY, create a list of students who may not pass STAAR for summer school enrollment and High Impact Tutoring Groups beginning in the Fall	
	• Compile a list of "red flag" students who will	

		need continued intervention and attention at the beginning of the next school year.	
		• Prioritize professional development needs for the summer and beginning of the next school year.	
		• Identify staff for various professional development opportunities and invite.	
		• Attend teacher/parent conferences of students with significant concerns.	
		• For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for evaluation/ services (e.g. counseling, home visit, speech-language consult, 504, special education).	
		• High schools: Review credit audits for all students. Create credit recovery plans in collaboration with students.	
		¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ • Ensure progress monitoring documentation is complete for all intervention plans and teachers have ended plans • Ensure meeting and family communication documentation is complete • Support staff to clear out all "To-Do" items • For high school, document Individual Graduation Committee (IGC)	

BRANCHING MINDS

June	- Schedule MTSS/ SST meetings on Master calendar for next school year. - Ensure MTSS/SST expectations and procedures are reflected in staff handbook. - Schedule intervention time into the master schedule. <mark>Review STAAR data to determine who needs the additional 30 hours per subject area of accelerated instruction and develop a plan to service these students for the upcoming school year</mark> ¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤¤-**Branching Minds**-¤¤¤¤¤¤¤¤¤¤¤¤¤¤ - Oversee the creation of summer school groups - Support summer school staff to clear to-dos - Review Accelerated Learning report for summer school minutes - Ensure all summer school plans have ended.	

Appendix C: Curricular Resources, Support Programs & Assessments, and Their Purpose

The following curricular and intervention resources and programs are available in our district. They have been customized on the Branching Minds support library so that they are recommended for use when appropriate:

					Support Frequency and Duration	
Curricular, Support and Intervention Resources						
Domain Area	**Program/ Intervention/ Support**	Grade Band	TIERS of Support	Area of Support	Support Frequency and Duration	Progress Monitoring/ Goal
Reading	Amplify	K-5	Tier 1	Phonological Awareness; Phonics/Decoding ; Fluency; Vocabulary; Comprehension	120 minutes daily with 30 minutes for small group instruction	Unit Checks
	Amplify Tiered Supports (English/ Spanish)	K-5	Tier 2	Phonological Awareness; Phonics/ Decoding; Fluency; Vocabulary; Comprehension	20 minutes daily	Unit Checks
	Lexia Core5- Blended Learning (Direct Teach with Digital	K-5	Tier 1, 2, 3	Phonological Awareness; Phonics/ Decoding;	20 minutes daily (4 units/day; 20 units/week)	Units completed daily/weekly (Recommended 20 units week)

BRANCHING MINDS

	Support)			Fluency; Vocabulary; Comprehension		
	Rennaissance Learning MyON (digital library) English/ Spanish	K-5	Tier 1, 2, 3	Fluency; Vocabulary; Comprehension	20 minutes daily	N/A
	Savvas My Perspectives (digitial and print)	6-8	Tier 1	Fluency; Vocabulary; Comprehension	During Core Reading Block	Exit Tickets Unit Checks Text Selections Performance Tasks
	McGraw Hill StudySync (digital and print)	9-12	Tier 1	Fluency; Vocabulary; Comprehension	During Core Reading Block	Exit Tickets Unit Checks Text Selections Performance Tasks
	Lexia PowerUP- Blended Learning (Direct Teach with Digital Support)	6-8	Tier 2 and 3	Phonics/ Decoding; Fluency; Vocabulary; Comprehension	Recommended minutes for each component are based on student's personal plan	Units Completed (Recommended 21 units over 3 strands)
	ThinkCERCA (Reading 1 and 2)	9-12	Tier 2 and 3	Phonics/ Decoding; Fluency; Vocabulary; Comprehension	90-minute block daily	Minimum 1 complete Cerca per six weeks
Math	Eureka	K-5	Tier 1	Number sense/ properties/ operations,	110-minute daily block (grades K-1) 90-minute daily	Student Grade Report

BRANCHING MINDS

			measurement, geometry and spatial sense, data analysis/ statistics/probability, algebra/ functions	block (grades 2-5)	
Carnegie	6-8	Tier 1	Number sense/ properties/ operations, measurement, geometry and spatial sense, data analysis/ statistics/probability, algebra/ functions	Varies (51-55 minutes); Benbrook has 90 minute block	Student Grade Report
HMH	9-12	Tier 1	Algebra I	90 minute blocks	Student Grade Report
Dreambox	K-5	Tier 1, 2,3	Number sense/ properties/ operations, measurement, geometry and spatial sense, data analysis/ statistics/probability, algebra/ functions	60 minutes weekly embedded in math block	Lessons completed (Recommended 5 lessons completed weekly)
Mathia	6-8	Tier 1,2,3	Aligned with Carnegie	20 minutes daily	3 Work spaces a week/mirrors curriculum

BRANCHING MINDS

	Springboard	6-12	Tier 1 (Advanced)	6th accelerated; Pre-Algebra; Honors Algebra I; Honors Geometry; Honors Algebra II; Pre-Cal; Honors Pre-Cal	Primary Math Instruction Class for Pre AP and Honors (minutes vary based on school)	Unit guides have resources to intervene under supplementary resources

The following assessments have been customized on the Branching Minds platform so that students can be monitored from a group or individual level, based on need.

Assessments								
Domain Area	Assessment	Type of Assessment	Grade Bands	Who administers?	How often?	Purpose	Key Contact	How to Access
Reading	MAP	Universal Screener	K-12	Gen Ed Teachers	3x/year	Identify students in need of interventions, evaluate core health	Site Testing Coordinator	*Branching Minds Student Profile and Cohort Assessment Report*
	STAAR	Summative	K-12	Gen Ed Teachers	Yearly	State standardized academic achievement test	Site Testing Coordinator	Branching Minds Student Profile
Writing	STAAR	Summative	K-12	Gen Ed Teachers	Yearly	State standardized academic achievement test	Site Testing Coordinator	Branching Minds Student Profile
Math	MAP	Universal Screener	K-12	Gen Ed Teachers	3x/year	Identify students in need of interventions,	Site Testing Coordinator	Branching Minds Student Profile and Cohort

BRANCHING MINDS

						evaluate core health		Assessment Report
	STAAR	Summative	K-12	Gen Ed Teachers	Yearly	State standardized academic achievement test	Site Testing Coordinator	Branching Minds Student Profile

Appendix D: Glossary of Terms

- **Acceleration -** Grade-level instruction with built-in learning supports to address gaps in knowledge due to an interruption in instruction.
- **Accommodations -** An amendment to teaching and/or testing that has effectively removed a barrier preventing a student from demonstrating content mastery. Accommodations allow a student to have equitable **access** to learning.
  - **Legally Mandated Accommodations** are used in coordination with an IEP or 504 plan, where the specific accommodation is clearly outlined for a classroom and/or testing setting.
  - **Universal Accommodations** are implemented by the classroom teacher as part of their instructional practices for *all* students.
- **Behavioral Intervention Plans (BIP)-** Referred to as Behavior Support Programs (BSP), Behavior Intervention/Improvement Plans (BIPs) are often used for students based upon teacher observations, student assessments or screeners, and/or teacher-collected data identifying the need for additional behavioral supports.
- **Bulk Tiering -** The process of using universal or benchmark screening data to identify students who need additional support in meeting grade-level expectations at the Tier 2 or Tier 3 level, and to identify students who are meeting grade-level expectations. Bulk Tiering is the method of tiering a majority of the student population. This is typically done three times a year, following a universal screening assessment.
- **Comprehensive Assessment System** - A series of assessments used to measure the teaching and learning at all levels of the system: individual students, classrooms, schools, districts, and statewide. Includes a variety of assessment types (like formative assessments and summative assessments) to properly serve all students and their needs.
  - **Assessment-** the process of measuring and documenting what students have learned.
  - **Benchmark Assessment -** Standards driven assessment that measures student performance periodically throughout the year. All core subjects take a quarterly benchmark assessment.
  - **CBM** (Curriculum Based Measure)- an approach to measuring students' academic growth along with evaluating the effectiveness of instruction in the classroom. A simple set of standardized procedures that are a way to obtain a reliable and valid measurement of a student's achievement.
  - **Curriculum Embedded Assessments** - Encompasses both formative and summative standards driven assessments that occur ongoing throughout the learning experience and provide teachers with data on student performance related to a particular learning outcome
  - **Diagnostic Assessments -** Skill-based assessments that provide deeper insight into a student's particular skill deficits.

BRANCHING MINDS

- o **Formative Assessment** - Assessments which provide data that assess the efficacy of Tier 1 core instruction during the instructional period. Assessment-elicited evidence of a student's status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Class-based formative assessments are the quick "check-in" assessments teachers incorporate during units to gauge whether or not students are mastering the standards.
- o **Norm-Referenced Assessment** - standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test-takers, typically of the same age or grade level, who have already taken the exam.
- o **Progress Monitoring Assessments** - Skill-based assessments used to determine growth when a student is receiving an intervention.
- o **Summative Assessment** - Assessments which gauge a student's mastery of a set of standards after the standards were taught in a specific unit. Summative and class-based assessments provide educators with data that can be used to adjust their instruction during the instructional period to ensure all students are benefitting from their Tier 1 core instruction.
- o **Universal Screening** - Periodic skill-based and normed assessment that provides the school with insight into the strength of the core instruction and students' needs.
- **Core Curriculum** - Refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.
- **Data-Based Decision Making** - the process of planning for student success (academic and behavioral) through the use of ongoing progress monitoring and analysis of data.
- **Data management system -** facilitates the organization of student, classroom, school, and district-level benchmark and progress monitoring data, which automatically graphs data against a student, classroom, school, district, or national norms or targets.
- **Differentiated Instruction** - Tailoring instruction for ALL student's readiness levels, interests, strengths, and learning preferences.
- **Differentiated Core Instruction** - The tailored use of instructional strategies for ALL students based on varying readiness levels, interests, strengths, and learning preferences to provide equitable access to core instruction and curriculum.
- **Direct Behavior Rating (DBR)** - a flexible tool for progress monitoring students' behavior. With this method, teachers rate behavior on a predetermined scale (e.g., 0 to 5). Each point on the scale should be clearly defined so that teachers can accurately and consistently provide ratings based on the behaviors they are observing.
- **Dosage -** the amount of practice and feedback a student receives throughout an intervention
- **Duration** - the length of time a child receives an intervention (e.g., 15 weeks.)
- **Equity -** each and every student in a community be invited, welcomed, and given a sense of belonging in a system of exceptional teaching and learning that is fluid, responsive, dynamic, and that uses all available resources match to each student's need
- **Functional Behavioral Assessment (FBA)** - An FBA is used when developing a behavior intervention plan for a student. The process involves using student data (or, if needed, collecting preliminary data) to determine which behavior(s) they are struggling with and/or the behavioral skill that requires support.
- **Fidelity** -the degree to which assessments and instruction/supports are implemented as intended by the research.

BRANCHING MINDS

- **Frequency** is the number of times a child receives an intervention in a given time frame (e.g., daily, twice weekly.)
- **Gap Analysis** - Where student is performing, where their peers are performing (national norm markers), where they need to perform to reach grade-level
- **Goal -** a specific articulation of an academic/social-emotional/behavioral skill a student needs to achieve in order to participate in core instruction successfully. Goals should be SMART, in that they are *specific* about what should be accomplished, *measurable* with quantifiable data, *attainable* for that student, *relevant* to grade-level expectations, and *time-bound* over the course of several weeks.
- **Intensity** is the length of time a child receives an intervention (e.g., 30 minutes.)
- **Intervention** - is an intentional, research, or evidence-based program, instructional activity, or strategy to target specific academic/social-emotional/behavioral skills. Interventions are delivered with specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in various contexts such as small groups, one on one, afterschool, and tutoring.
- I**ntensive Interventions** -additional, more explicit and intense evidence-based support based on data collected in individual problem solving and occuring with smaller student-teacher ratios.
- **Intervention Plan** - must include a defined goal, progress monitoring assessment, and intervention details like duration, frequency, and setting. Designing these plans should also engage students in goal setting and self-reflection. An intervention plan helps teachers articulate, and students understand. Including:
  1. The specific skill or ability the student needs to master, which is the goal.
  2. How teachers will know that the student has achieved mastery, via a progress monitoring assessment.
  3. The program, activity, or strategy needed to achieve the goal, which is the intervention.
- **Multi-Tiered System of Support -** Multi-Tiered System of Support (MTSS) is a system that wraps around the entire student body and uses data-driven, collaborative problem-solving to address academic and non-academic (attendance / social-emotional) needs. A Multi-Tiered System of Support is rooted in the very simple concept that all students deserve solid, effective, and equitable core instruction. As students' needs increase, whether in academics, behavior, or social-emotional learning, so should the level of support educators provide them.
  - **Multi-Tiered Intervention Model** -a continuum of instruction, where each tier provides increasingly intense interventions and levels of support in addition to previously provided instruction.
    - **Tier 1** - Whole class core differentiated instruction
    - **Tier 2** - Whole class core differentiated instruction + additional targeted instruction (often small group)
    - **Tier 3** - Whole class core differentiated instruction + additional targeted instruction (often small group) + intensive intervention (sometimes 1:1). The intensity/frequency and duration of the intervention are considered based upon data.
- **Process** - a series of actions or steps taken in order to achieve a particular end.
- **Positive Behavior Interventions and Supports -** a preventative framework for supporting the development of positive and prosocial behaviors in schools and classrooms. PBIS includes using practices, tools, and strategies that work to reward or reinforce positive behaviors. The model runs counter to using exclusionary discipline practices in schools, such as suspensions, expulsions, detentions, and time-outs.
- **Problem-Solving Cycle** - An approach to problem solving that includes clearly defined steps, allowing organizations to implement a consistent approach to solving problems.
- **Problem-Solving Team** - a collaborative team that meets to evaluate student data, plan interventions, and monitor student progress.

BRANCHING MINDS

- **Progress monitoring** is used to check data for student progress towards success frequently. Progress monitoring data often comes from short (2-3 minute), normed assessment probes given every 1-4 weeks. Progress monitoring assessments are quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating). These assessments are given to students receiving Tier 2 or 3 levels of support every other week or weekly, respectively, and provide visibility into the effectiveness of support and guide decision-making around changing the support approach.
- **Rate of Improvement** - the estimate of how much the student is expected to improve over the duration of the intervention period.
- **Remediation** - Reteaching or "going back" to teach missed concepts from an interruption in instruction
- **Research-Based Interventions** are instructional strategies and curricular components that have been validated as effective by experimental design studies that: a) have been applied to a large study sample,   b) show a direct correlation between the intervention and student progress, and c) have been reported in peer-reviewed journals.
- **Response to Intervention (RTI)** - A multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.
- **Scaffolding** - A method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem
- **SMART Goal** -
    - **Specific:** they should have a clear articulation of what you are trying to accomplish
    Measurable: they should be evaluated using a quantitative assessment
    Attainable: they should be both feasible and ambitious
    Results-Oriented: they should be grounded in clear context of why you've determined the goal
    Time-bound: they should clearly state when the goal should be achieved
- **Social-Emotional Learning** - The curriculum and/or strategies taught are specifically designed to develop the skill set for understanding and managing emotions, building resilience, problem-solving, and developing healthy relationships. Students learn from explicit instruction as well as from the actions and behaviors they are observing from others.
- **Support Plan** - A formal plan that includes a SMART goal, a progress monitoring tool and matched intervention directly related to a specific skill deficit.
- **System** - A "system" in education is characterized as a goal-oriented problem-solving approach utilizing tools, techniques, theories, and methods from multiple knowledge domains to: (1) design, develop, and evaluate, human and mechanical resources efficiently and effectively in order to facilitate and leverage all aspects of learning, and (2) guide change agency and transformation of educational systems and practices in order to contribute to influencing change in society.
- **Targeted Interventions** - additional instruction outside of core instruction provided at the dosage, time, and cadence, that the research suggests to support a specific skill deficit.

Appendix E: Resources/References used in writing this MTSS Plan

Barnes, A. C., & Harlacher, J. E. (2008). Clearing the confusion: Response-to-Intervention as a set of principles. *Education and Treatment of Children*, 31, 417-431.

Chard, D. J., Harn, B. A., Sugai, G., Horner, R. H., Simmons, D. C. & Kame'enui, E. J. (2008). Core features of multi-tiered systems of reading and behavioral support. In C. R. Greenwood, T. R.

Kratochwill & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools*. New York: Guilford Press.

Clements, M. & Kratochwill, T. R. (2008). Multi-Tiered prevention models: Implications and future perspectives. In C. R. Greenwood, T. R. Kratochwill & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools*. New York: Guilford Press.

Fuchs, D., Compton, D. L., Fuchs, L. S., & Davis, G. C. (2008). Responsiveness-to-intervention for preventing and identifying reading disabilities: A randomized control trial of the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal*.

Good, R. H., Simmons, D., Kame'enui, E., Kaminski, R. A., & Wallin, J. (2002). *Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No. 11). Eugene, OR: University of Oregon.

Heartland Area Education Agency, IDM Guiding Principles
heartlandaea.org

Hughes, C., & Dexter, D.D. (2008). *Field studies of RTI programs.* Retrieved from January 1, 2009, from the RTI Action Network website: http://www.RTInetwork.org/Learn/Research/ar/FieldStudies.

Individual Disability Education Act (2004). Retrieved from http://idea.ed.gov/explore/home.

RTI Action Network www.RTInetwork.org

Multi-Tiered System of Supports / MTSS - Washoe County School District www.washoeschools.net

National Center on Response to Intervention/Multi-Tiered System of Supports www.MTSS4success.org

Popham, W.J. (2008). *Transformative assessment.* Alexandria: Association for Supervision and Curriculum Development.

RTI Network www.RTInetwork.org

Response to Intervention/Multi-Tiered System of Supports: Guidance for New York State School Districts – October 2010 and Parent Guide www.nysRTI/MTSS.org

Arlington Heights MTSS Handbook: https://www.sd25.org/cms/lib011/IL01904427/Centricity/Domain/22/RTI%20Handbook%202016%20FINAL%20092816.pdf

Shelby County Schools RTI/MTSS District Implementation Guide www.scsk12.org/ci/files/2015/2015-16_RTI2

BRANCHING MINDS