



BRANCHING MINDS

Learning science + technology + team collaboration

MEETING THE NEEDS OF OUR MTSS STUDENTS
REQUIRING TIER 2 SUPPORT

Today's Learning Facilitators

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Life Long Educators

Teachers

Principals

Branching Minds Consultants



BRANCHING MINDS

We support districts through:

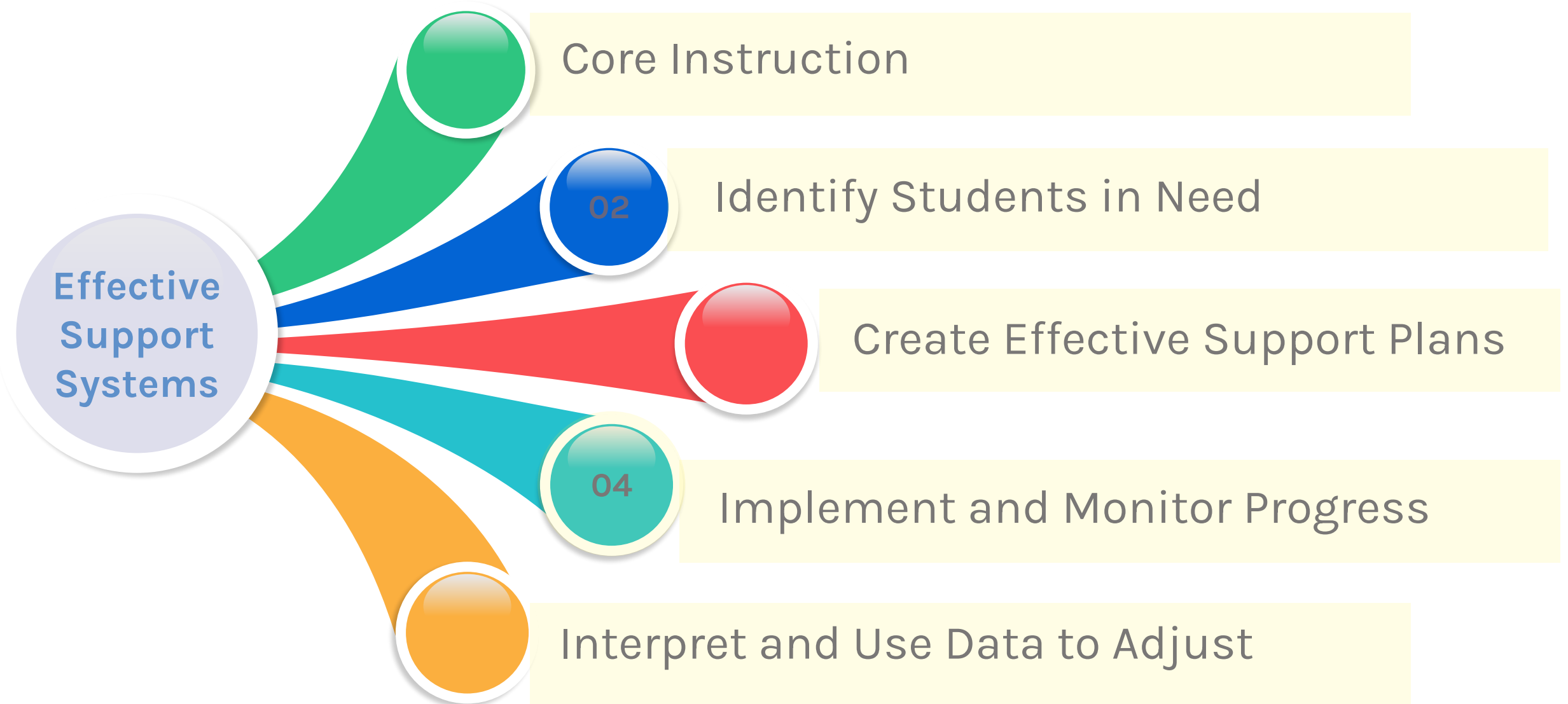
- MTSS Tools
- MTSS Infrastructure Development & Refinement
- a web-based MTSS Intervention Management Platform
- Professional Development, and Coaching

Agenda



- ❑ **MTSS Requirements for Effectiveness**
- ❑ **Identifying Students in Need and Creating Groups**
- ❑ **Creating Effective Support Plans**
- ❑ **Implement and Monitor Progress**
- ❑ **Interpret and Use Data to Adjust**

Requirements for MTSS Effectiveness





2

Identifying Students in Need and Creating Small Groups



Universal Screeners and Benchmarking

- ❑ We need to know the grade level readiness of our students and these tools tell us specifically what skills and knowledge a child has at a certain point in time.

- ❑ Universal Screeners and Benchmarks help teacher identify where a student's understanding/skill breaks down.

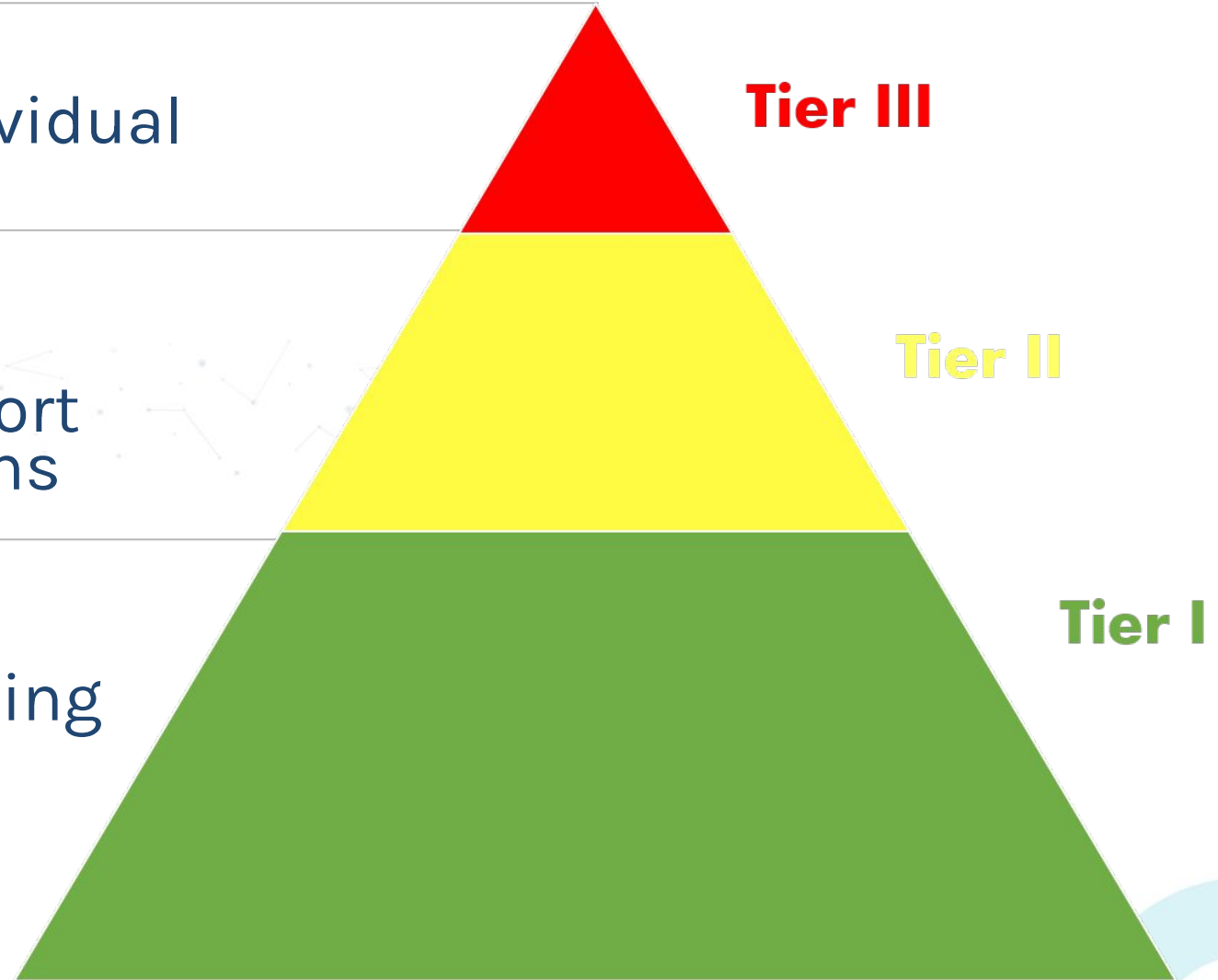
These assessments can create for us a longitudinal history of mastery so we can talk about where gaps exist and where success was attained.

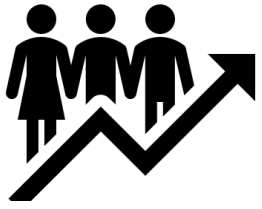
MTSS Tiers

Tier III - 1 - 5%
High Intensity Support for Individual Students

Tier II - 5-15%
Early Intervention
High Efficiency Strategic Support
Using Small Group Interventions





Tier I - 80-90%
Differentiated Instruction for
Promotion and Prevention - Using
Best Evidence Based Supports





Universal Screeners with Subskills

Benchmark & Universal Screeners

 NWEA MAP	Aug 31, 2020 Math (Overall) Score: 199 Percentile: 7	Jan 13, 2020 Math (Overall) Score: - Percentile: 10	Sep 3, 2018 Math (Overall) Score: 199 Percentile: 7	Apr 30, 2018 Math (Overall) Score: 188 Percentile: 1	Jan 15, 2018 Math (Overall) Score: 202 Percentile: 8		
Measure			Score			Level	
Geometry			183			Low	
Operations and Algebraic Thinking			213			LoAvg	
Statistics and Probability			194			Low	
The Real and Complex Number System			207			Low	
 NWEA MAP	Sep 14, 2020 Reading (Overall) Score: 193 Percentile: -3	Jan 13, 2020 Reading (Overall) Score: - Percentile: -3	Sep 17, 2018 Reading (Overall) Score: 193 Percentile: 7	Apr 30, 2018 Reading (Overall) Score: 199 Percentile: 10	Jan 15, 2018 Reading (Overall) Score: 194 Percentile: 7		

CUT SCORES

- District wide - Consistent from campus to campus
- Develop a workable plan for the true number of students in need of tier 2 support
- Things to ask yourself:
 - Stacking prior year objectives into lessons?
 - Working sessions on vertical alignment awareness?
 - Breaking down standards to identify missed objectives?



Use of Filters to Dive Deeper

Select filter(s) below and click apply

Clear **5**

Cancel

Apply

School

Noddings Elementary x | v

Section

Select... | v

Group

Select... | v

Grade

- PK 3 7 11
 K 4 8 12
 1 5 9
 2 6 10

Staff

Select... | v

Custom Tags

Topic

Reading x | v

Challenge Areas

Vocabulary x | v

Tier

- Tier 1
 Tier 2
 Tier 3
 Enrichment
 Services
 No Tier

Plan Status

- Overdue Activity
 Needs a Plan
 Has Active Plans

Gender

- Male
 Female

Race

- Unknown
 Two or More Races
 Asian
 Caucasian
 Black or African American
 American Indian
 Hawaiian or Other Pacific Islander

Hispanic Ethnicity

- Yes
 No

Mandated Learning Plan

- IEP
 504
 No Plan

Has Attendance/Lateness Concern

- Yes
 No

Gifted/Talented

- Yes
 No

English Proficiency

- Entering
 Emerging
 Developing
 Expanding
 Bridging
 Fluent



Supporting Teachers in the Use of Data

Conduct a Data Inventory by grade level, campus or district

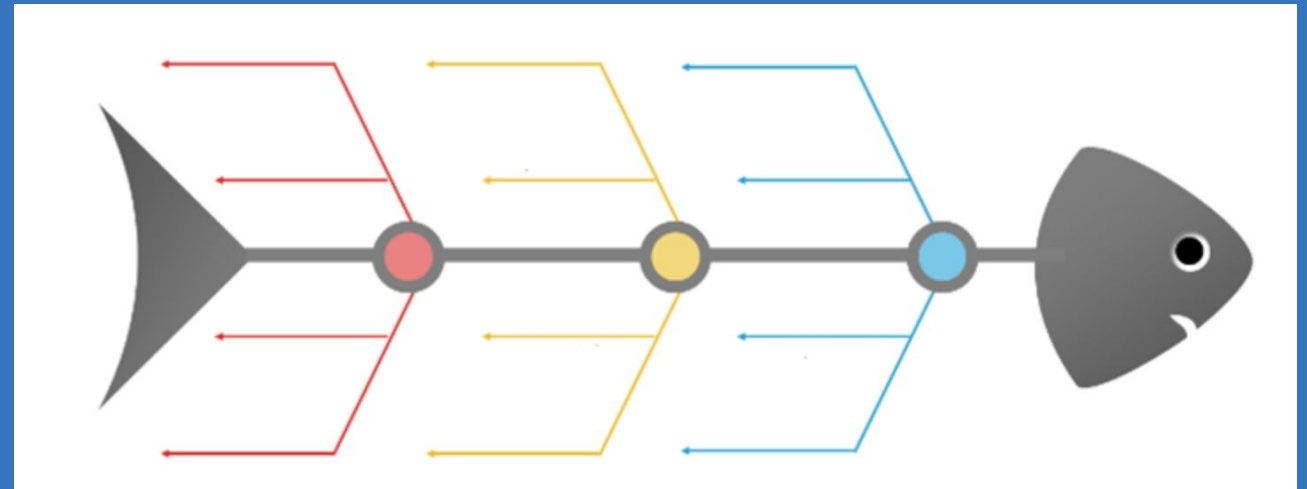
- ❑ Ensure all teachers understand each data source (Summative, Formative, Interim, Diagnostics, etc.)
- ❑ Ensure teachers know the difference between data and know how to adequately use the data
- ❑ Provide time in teachers' schedules to allow for data analysis

What is Rate of Improvement?

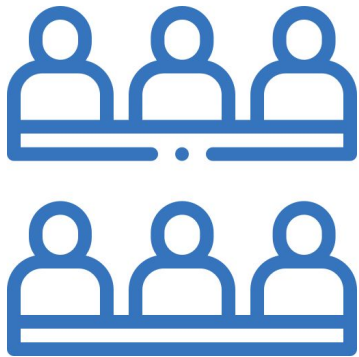
- ❑ TYPICAL Rate of Improvement (ROI) (Growth)
Expected rate of progress of students from benchmark to benchmark –
Expected rate of progress of students compared to ROI of peers in progress monitoring •
- ❑ TARGET Rate of Improvement (ROI) (Growth)
Rate of improvement needed from the starting point of the target student to the next benchmark point
Rate of improvement needed from the starting point of the target student to reach individual goal in progress monitoring
- ❑ ATTAINED Rate of Improvement (ROI) (Growth) – Rate of improvement (slope) actually attained by the target student

Root Cause Analysis

The “5 Whys” and “Fishbone” are two of the most popular tools used by educators to determine the root cause of a problem.



Creating Small Groups of Students for Intervention



Students Share:

- ❏ Common need
- ❏ Common goal and assessment
- ❏ Common intervention

Creating a Group in Branching Minds

From the “Groups” tab, click on “Add a Group”

Add Staff members to be associated with the group

Select students from the drop down menu to add into your group

MG Maya Gat: Groups

Showing 521 groups

No filters added. [Filters](#)

[Add Group](#)

129 Demo Reading Math Behavior Writing Speech Science Social Studies

Willa Kohler
5 students
Created September 2018

1st period math Reading Math Behavior Writing Speech Science Social Studies

Maya Gat, Darrion Bartell, Erick Block, Demo User
7 students
Created October 2018

MG Maya Gat: Groups

← All Groups

1st Period Reading Created October 2018 [Manage Group](#)

Reading Math Behavior Writing Speech Science Social Studies

Staff Members (2)

[Add staff member](#)

Maya Gat	Manage Students
Demo User	Manage Students

Students (3)

[Add a student](#)

Giles Abbott
Mary Abbott
Akeem Abernathy

[Delete Group](#)

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3

Create Effective Support Plans

Goal + Progress Monitor + Intervention Plan = Effective Plan

Use SMART Goals!

Goals Should Be...

- ✓ **S** - specific
- ✓ **M** - measurable
- ✓ **A** - attainable
- ✓ **R** - relevant
- ✓ **T** - time-bound

Intervention Report

Add Goal

When do you want this goal to be achieved by? *

09/09/2019

What specific skill are you working to improve?

Select...

What are the abilities/skills your student will strengthen within this topic area? For example, "Johnny will improve his reading comprehension by strengthening his critical thinking." (How you measure student progress is addressed within the progress monitoring section below.)

Who will evaluate this goal? *

Select...

Will you measure this goal using an assessment? *

Yes No

Which assessment will you use? *

Select...

Cancel Save

Reading
Comprehension



Predicting

Vocabulary

Fluency



Rate

Accuracy

Student will work on **predicting** in order to improve in the area of **reading comprehension**.

Student will work on **vocabulary** in order to improve in the area of **reading comprehension**.

Student will work on **reading rate** in order to improve in the area of **fluency in reading**.

Student will work on **reading accuracy** in order to improve in the area of **fluency in reading**.



QUEUE YOUR GOALS

- ❑ Prepare for a student to master a goal prior to the next MTSS meeting.
- ❑ Write and sequence multiple goals for a student.
- ❑ Once a student masters a goal, go on to the next goal.
- ❑ No wasted time between meetings!

Align intervention support to the goal!

What Is an Intervention?

ARE:

- ✓ TARGETED
- ✓ Programs
- ✓ Activities
- ✓ Lessons
- ✓ Strategies
- ✓ Tools

ARE NOT:

- ✗ Small group work
- ✗ Homework help
- ✗ Test prep
- ✗ Review of core content
- ✗ Location
- ✗ People

Program PK-12 Scheduled

IXL

✓ Plan Appropriate

♥

SPIRE

Program PK-8 Scheduled

S.P.I.R.E

✓ Plan Appropriate

♥

Jolly Phonics

Program PK-3 Scheduled

Jolly Phonics

✓ Plan Appropriate

♥

Program K-8 Scheduled

Ready Reading ELA

✓ Plan Appropriate

♥

BIG DAY for PreK

Program PK-PK Scheduled

Big Day

✓ Plan Appropriate

♥

Activity K-8 Scheduled

Parent Strategies for Reading At Home

♥

Preview

Strategy K-12 As Needed

Pre-teach New and Important Concepts

Strategy K-8 Scheduled

Paired Reading Cross-Age

✓ Plan Appropriate



Configuration of Your Library of Supports

District Support Materials

- ❑ Consider ESSA Level of Evidence
 - ❑ Strong
 - ❑ Moderate
 - ❑ Promising
 - ❑ Demonstrates a Rationale/Research Based
- ❑ Sequenced and aligned to the standards and/or skills
- ❑ Easily accessible

Configure Your Library



Set All Availability Off On

Branching Minds Intermediate School



101 Ways to Teach Children Social Skills

Available

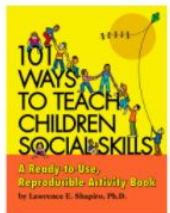
School Recommended



10 Frame Fill

Available

School Recommended



101 Ways to Teach Children Social Skills



Summary

This book includes 101 activities to teach students various social skills, such as communication, relationships within a group, expressing emotions, caring about oneself and others, problem solving, listening, and managing conflict.

Why Use ➤

How to Use ➤

Research ➤

Downloads & Websites (1) ➤



Configuration of Your Library of Supports

Branching Minds provides all educators with a customized set of resources and it is critical teachers have the following support:

- ❏ Districts determine clear roles and responsibilities for customizing/configuring the library of resources and assessments
- ❏ Schools can tag their preferences for easy access
- ❏ Library populates in the first and second row recommended choices aligned to student need

Check for Alignment.....Goals - Progress Monitors - Intervention Plans

Goals (1)

Students will work on nonsense words in order to improve in the area of reading fluency.

Measured by DIBELS - Nonsense Word Fluency (Goal Score: 24) Achieve by 5/17/21


Phonics Cubes Game

Assigned to Demo Manager In a Group 3x/week 15min 4/05/21 - 5/24/21 In Class (Teacher)

90/360 planned minutes

Game K-8 Scheduled

Phonics Cubes

























4

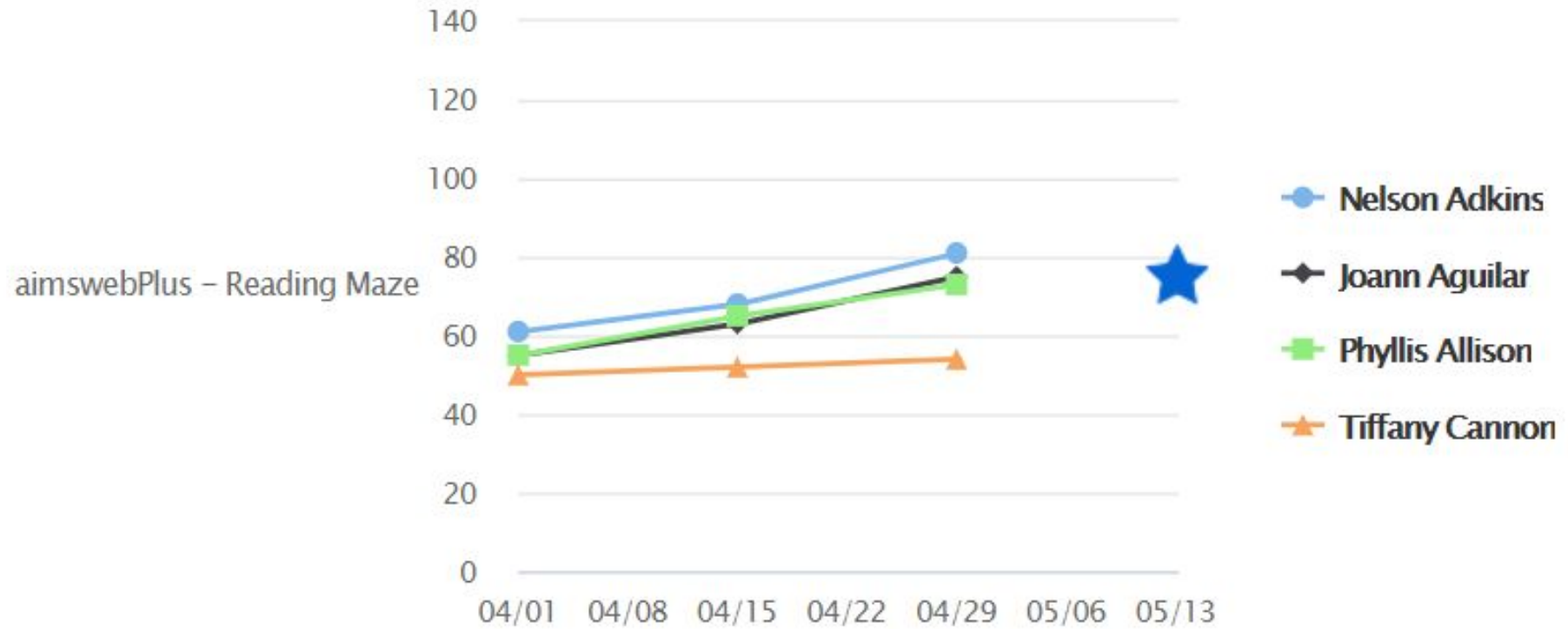
Implement and Monitor Progress

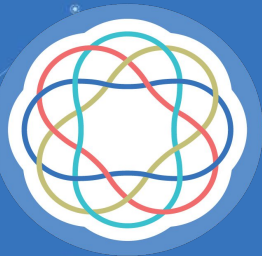
Document...Document..Document

Status: Current ×		Clear 1		Filters ☰	
Current: Week of 5/03/21					
MA	Malaysia Aaron		BEHAVIOR STRATEGY Attendance Postcard	1 x/week 5 min	  
MA	Malaysia Aaron		MATH PROGRAM Math Recovery	4 x/week 30 min	  
DA	De'Kyren Abercrombie		MATH PROGRESS MONITORING Aimsweb - Math Computation (M-COMP)	Score	  
DA	De'Kyren Abercrombie		MATH PROGRAM Time4Learning	5 x/week 30 min	  
AA	Alan Abraham		MATH ACTIVITY Explicit Time-Drills for Math Fluency	2 x/week 30 min	  

Monitor Progress

Group Progress

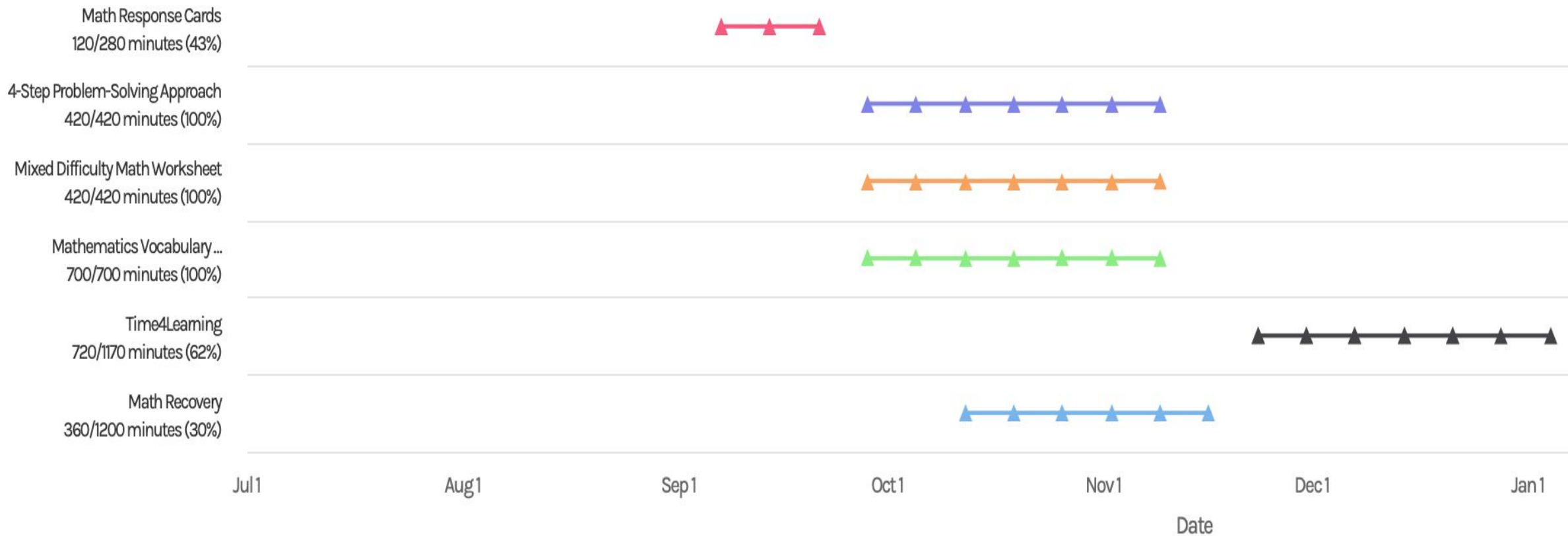




Monitor Intervention Over Time

54

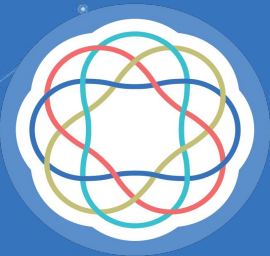
Progress Chart





Assess Fidelity of Intervention

- Are interventions being delivered as they were prescribed? (Frequency, duration)
- Is the support being used as it is intended? (Where, When, How)
- Do the selected interventions have strong evidence of effectiveness? (ESSA Alignment)



Implement with Fidelity

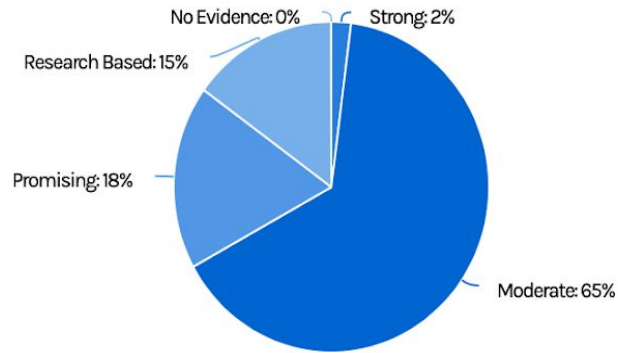
Intervention Usage Report

All Schools

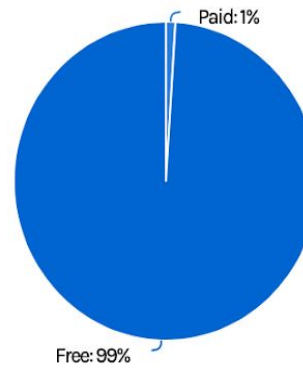
All Grades

All Topics

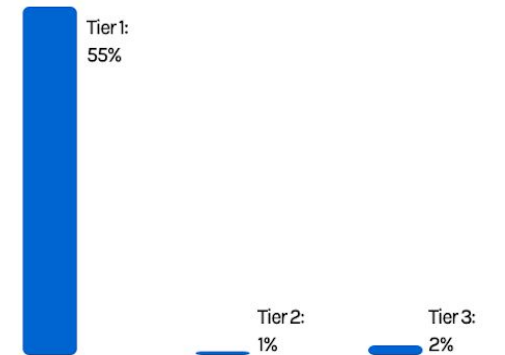
Supports Used by ESSA Evidence Level



Paid vs Free Support Usage



Support Delivery Fidelity



Support Name	ESSA Evidence Level	Topic	Type	Paid	Student Supported...	% of Student Populatio...	Mins Planned	Plan Fidelity	Tier 1 Students	Tier 2 Students	Tier 3 Students
Math Manipulatives	Moderate	Math	Activity	No	1051	33%	8978585	0%	4	686	363
Modeled Dictation	Promising	Speech	Strategy	No	797	25%	2946220	0%	0	584	213
Graphic Organizers	Moderate	Reading	Strategy	No	701	21%	1077070	0%	0	200	200

5

Interpret and Use Data to Adjust Intervention

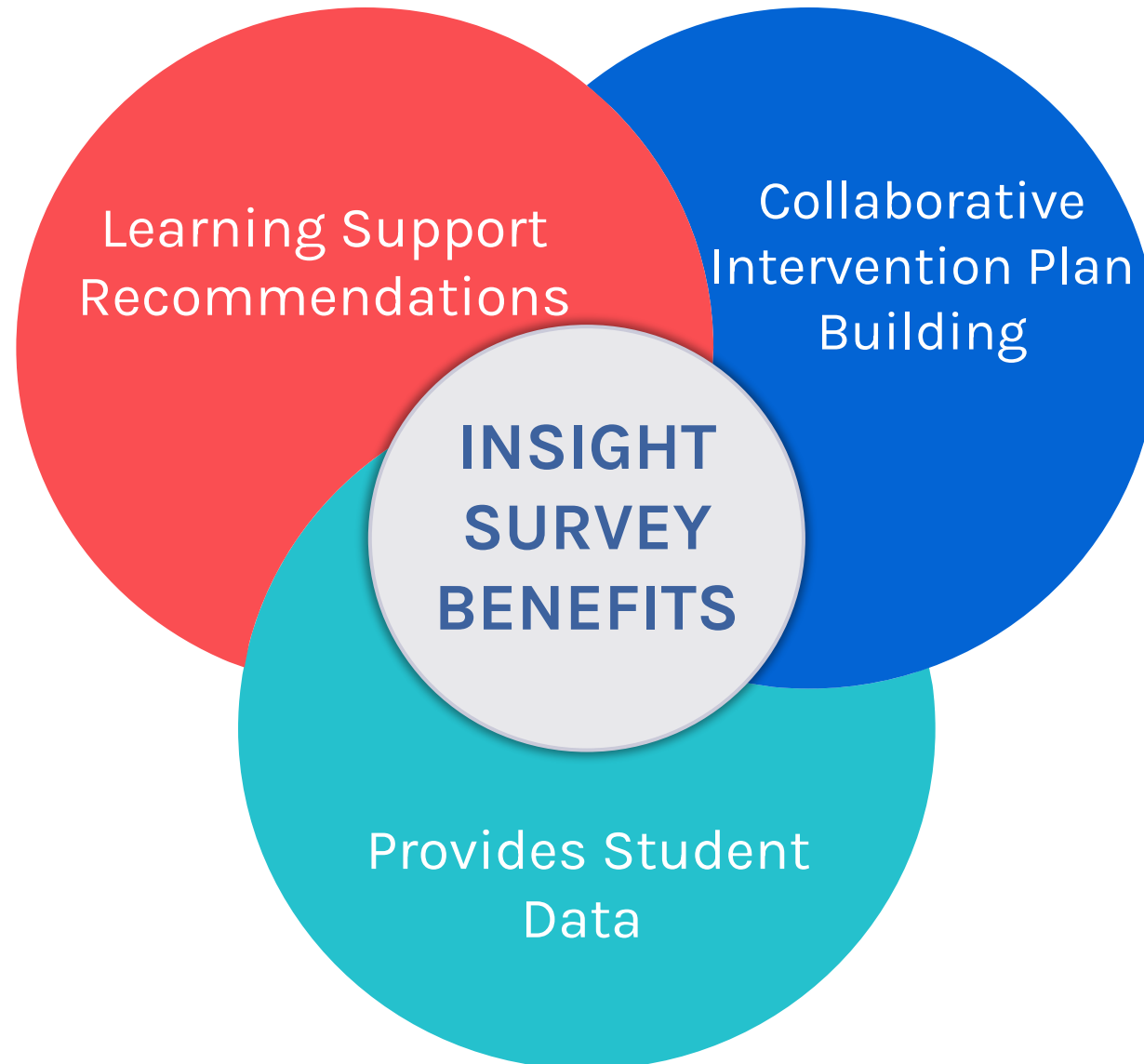
Digging Deeper.....Do I Need More Data?

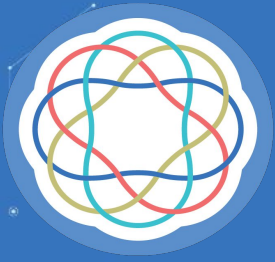
How can we identify what students are missing which is a roadblock to their success?

What instruments do we have which can help us in identifying grade level skills that a student is missing?

Do we have previous year data?

Insight Survey





Insight Survey

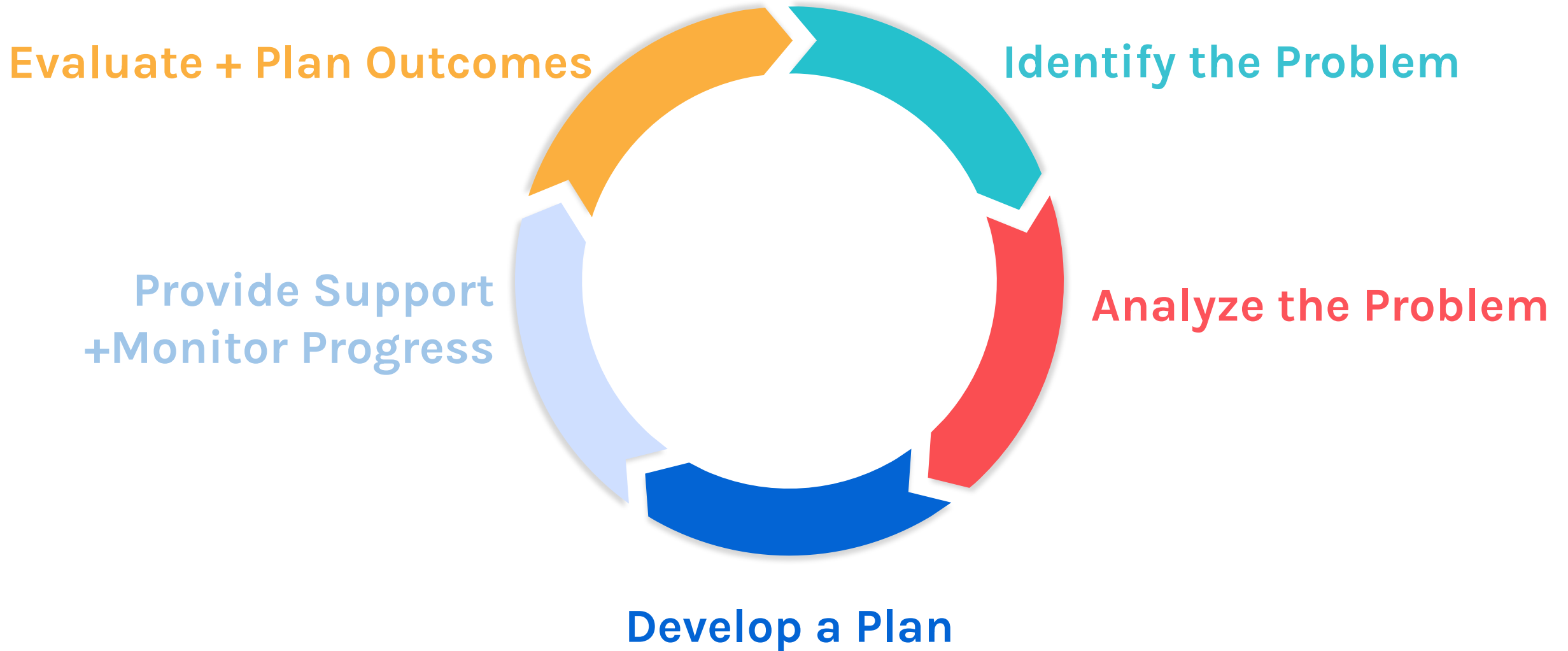
DA De'Kyren Abercrombie
2017747 | 8th Grade

Intervention Report Log Behavior Incident

← Overview Plan & Progress Insight Survey **Survey Results**

	CHALLENGE	STRENGTH
Language		
→ Phonemic Awareness		
→ Morphological Sense		
→ Vocabulary		
→ Syntax		
Executive Functions		
→ Self-Monitoring		
→ Processing Speed		

Problem-Solving Cycle



Three levels of problem-solving for MTSS



Whole School



**Grade or
Content Area**



**Individual
Student**

Looking Ahead... Next Steps

- Given the status of this past school year on a national level and anticipating the needs of the students you will encounter in 2021-2022, what is the most important 2 or 3 next steps for you?





Before you go...



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Through
your
eyes

APPENDIX: Extra slides





The Importance of an MTSS Handbook

Where do I go to know what to do?

- Defines clearly for everyone what is considered tier 1, tier 2, and tier 3
- Defines staff roles and responsibilities
- Documents staff culture
- Tells everyone what to do when...
- Leads everyone to next steps

Success Criteria

1. Proactively identify students in need of support
2. Review the value in creating small groups, implementing effective, intervention plans, and using effective, appropriate intervention materials
3. Know the importance and value of assessing the effectiveness of interventions to guide next steps

By the end of this session I will ...

Agenda



1. **MTSS Requirements for Effectiveness**
 2. **Identifying Students in Need and Creating Groups**
 3. **Creating Effective Support Plans**
 4. **Implement and Monitor Progress**
 5. **Interpret and Use Data to Adjust**
-

...



SMART or NOT

- ✓ **S** - specific
- ✓ **M** - measurable
- ✓ **A** - attainable
- ✓ **R** - relevant
- ✓ **T** - time-bound

1. Mikela will improve reading comprehension by reaching minimally 80% on the progress monitor selected by 5/10/21.
2. Improve oral reading fluency by 10 words per minute by 5/20/21, measured by Dibels fluency assessment
3. Scholars will become automatic in decoding short and long vowel sounds.