



Multi-Tiered Systems of Support



**WE ARE
BOERNE**

Created by:
BISD Teaching & Learning Department

Table of Contents

Introduction.....	1
Acknowledgments.....	1
Purpose.....	1
MTSS Overview.....	1
MTSS Defined.....	2
MTSS Vision.....	2
MTSS Guiding Principles.....	2
Tier 1: Core Instruction and Universal Systems of Support - Effective Teaching for All (See Appendix A).....	3
Tier 2: Strategic Intervention - Supplemental Support (See Appendix A).....	4
Tier 3: Intensive Intervention (See Appendix A).....	4
Assigning Tiers.....	5
Summary of MTSS at Boerne ISD:.....	5
The MTSS Problem-Solving Process.....	6
MTSS Problem Solving and Data-Based Decisions Overview.....	6
Campus Roles and Responsibilities.....	8
MTSS Meeting Expectations.....	9
MTSS Team Workflow.....	9
Documentation.....	11
Meetings and MTSS Work.....	11
Senate Bill 1153 & PEIMS.....	12
Testing Accommodations.....	12
Intervention Plans.....	13
Intervention Plan Component 1: Goal Writing.....	13
Intervention Plan Component 2: Progress Monitoring.....	15
Intervention Plan Component 3: Interventions and Supports.....	15
Campus Logistical Options.....	16
Behavior Interventions.....	17
A Whole Child Approach.....	17
Quality Assurance.....	19
References.....	20
Frequently Asked Questions Regarding MTSS.....	21
Appendix A: MTSS Overview and Processes Quick Reference.....	24
Appendix B: Campus Roles and Responsibilities Timeline.....	26
Appendix C: Branching Minds Expectations/ Documentation.....	31
Appendix D: Setting and Changing a Student's Tier Level.....	32
Appendix E: Building Intervention Plan in Branching Minds Click Sheet.....	34
Appendix F: Branching Minds Intervention Usage Report.....	36
Appendix G: Leveraging Branching Minds Platform Support.....	38
Appendix H: BISD MTSS Quality Assurance Plan 23-24.....	39
Appendix I: MTSS Flowchart.....	40

Introduction

Acknowledgments

The district-level Multi-Tiered Systems of Support (MTSS) team of the Teaching and Learning and Whole Child Services Departments annually reviews this handbook. The team works with a vision of creating an authentic, multi-tiered school, family, and community support system to assure every student's success.

Purpose

The Texas Education Agency provides guidance to all school districts and open enrollment charter schools to help all students, including struggling learners. Boerne ISD is committed to the success of every student and recognized that because each student is unique, a “one size fits all” educational program is insufficient to meet the needs of all of our students. At various times and in various situations, students may need different types of support, and fulfilling this charge of supporting all students to meet their full potential will necessitate a team-work and “all in” approach. Problem-solving and data-based decision making in collaboration with colleagues is the most effective approach to improve outcomes for diverse student populations (Fullan, 2016).

With a focus on creating life-long learners and contributing members of the community, we assume the responsibility for the growth and development of the whole child, understanding that academic, behavioral, and social emotional instruction all play critical roles in the long-term success of our students. [EHAA \(LEGAL\)](#) [EHB \(LEGAL\)](#) Boerne Independent School District (BISD) meets the requirement through the district's Multi-Tiered Systems of Support (MTSS) framework.

This handbook is intended to support district and campus staff in the planning and implementation of the district's MTSS framework.

MTSS Overview

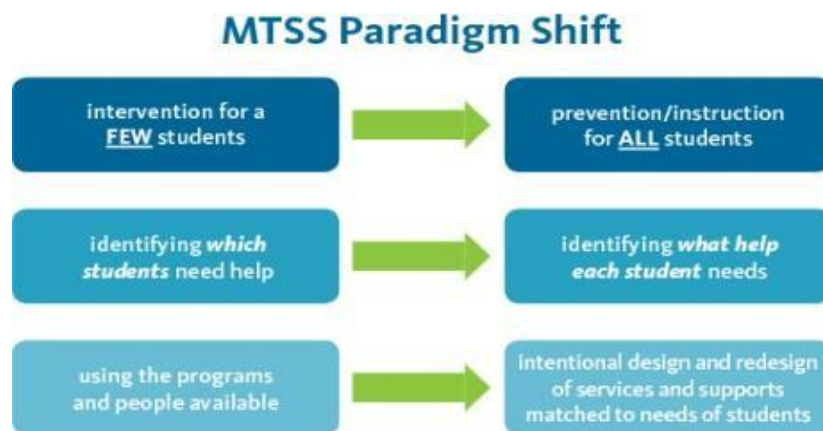
(See [Appendix A](#) - MTSS Quick Reference Overview and Processes Quick Reference)

MTSS Defined

A Multi-Tiered System of Support (MTSS) is a framework for effectively and efficiently delivering academic, social, emotional, and behavioral resources and supports. The purpose of the MTSS framework is to:

- Create a culture of excellence and equity;
- Provide clear and focused instruction, prevention, and intervention;
- Work toward continuous improvement aimed at results; and
- Ensure that all students are college, career, and military ready (CCMR) upon graduation.

MTSS is instructional and behavioral support for all students. It is a common misconception MTSS is intended only as a pathway for referrals for special education, 504, or behavioral services. It is, instead, meant to progress monitor all students and provide early intervention to assure continuous student improvement.



(Istation, 2020)

MTSS Vision

The MTSS model is designed to support and challenge every student to reach their full potential. Boerne ISD's MTSS framework provides the structure to ensure all efforts of the district are coordinated and consistent.

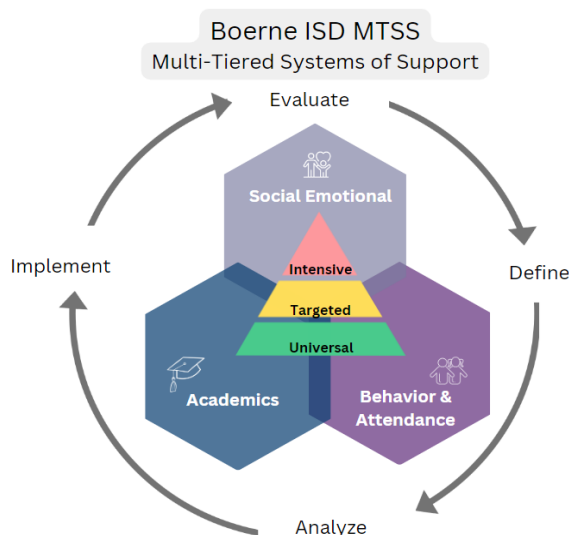
MTSS Guiding Principles

Boerne ISD assumes a collective, proactive approach to MTSS based on the following commitments to:

- Accept responsibility for ensuring growth and success for all students by each person within the system (educators, students, families, and community);
- Ensure that each and every student experiences a quality education designed to maximize each learner's potential;
- Use a systematic problem-solving process to improve outcomes of all students;
- Providing ongoing, effective support for educators and leaders, including professional learning, feedback, and coaching;
- Use data as a basis for problem solving and to avoid making assumptions;
- Ensure fidelity of implementation, honoring both qualitative and quantitative measures; and
- Invest in systems to promote durability and scaling up of MTSS practices.

Multi-Tiered System

In a multi-tiered system of instruction and support, teachers provide quality instruction across three tiers that are differentiated, culturally and linguistically responsive, and aligned to grade-level standards.



Tier 1: Core Instruction and Universal Systems of Support - Effective Teaching for All (See [Appendix A](#))

Core instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) for all academic content as well as to social-emotional, behavioral, and college and career readiness standards. BISD expects the majority of students receiving core instruction will achieve mastery of the content standards when effective core instruction is implemented. Core instruction is universally designed for all students.

Instructional differentiation requires teachers to recognize students' varying levels of readiness, interests, background knowledge, language, and culture. When teachers differentiate, they respond and proactively plan for differing abilities within the same classroom. Differentiation can occur through content (what is taught), process (how it is taught), product (how learning is demonstrated), and/or resources available in the classroom (core curriculum or supplementary materials). To maximize student growth, teachers should use differentiation strategies to:

- Add rigor to core instruction
- Scaffold lessons
- Form flexible groups
- Implement learning centers
- Employ questioning strategies
- Preview, review, reteach, and front-load content

Schools have in place systems to identify the needs of all students throughout the school year, based on multiple measures. Teacher teams analyze data related to academic performance, behavior, social-emotional development, attendance, and language proficiency, to differentiate instruction. Teacher teams also regularly review and monitor student progress through formative assessments to determine learning trends and patterns to make decisions about what skills to reinforce or emphasize in subsequent instruction. Administrative teams monitor systems-level data (e.g., whole-school and grade-level summative and formative data) to review overall effectiveness of instruction.

Tier 1 Key Features:

1. Universal screeners
2. Data-based decision making
3. Evidence-based academic core instruction aligned to TEKS/Pre-K Guidelines and driven by identified “priority standards”.
4. Evidence-based behavior instruction aligned to Positive Behavioral Interventions and Supports (PBIS) principles (e.g. School-wide and classroom behavior expectations, activity expectations, etc.).
5. Differentiation
6. Flexible grouping
7. Progress monitoring

Tier 2: Strategic Intervention - Supplemental Support (See [Appendix A](#))

Tier 2 interventions are provided ***in addition to*** high quality Tier 1 core instruction. Some students (10-15%) will need strategic intervention to achieve grade-level and/or developmental benchmarks. Ongoing, fluent use of data allows the teacher(s) to determine if the student is making an expected rate of progress and growth, which directly impacts current supports. Tier 2 strategic intervention and support requires teachers to:

- Provide supports that include intensifying (time and focus) evidence-based core strategies or use other evidence instructional strategies and/or programs and
- Use data to guide focused instruction delivery and provide additional opportunities to learn while regularly monitoring student progress.

Tier 2 Key Features:

1. Data-based decision making
2. Intervention plan creation
3. Evidence-based intervention delivery
4. Progress monitoring

Tier 3: Intensive Intervention (See [Appendix A](#))

Tier 3 is targeted intervention provided to a few (3-5%) students who ***in addition to*** continuing high quality, attentive core instruction (Tier 1) and based on data drawn from strategic intervention (Tier 2), demonstrate the need for increased time and intensity for instructional and/or behavioral support. Tier 3 intensive intervention and support requires teachers to:

- Increase the time and instructional intensity on a narrowly focused set of skills for academics and/or behavior instruction/intervention;
- Integrate Tier 3 instruction and supports with core (Tier 1) classroom instruction;
- Use data in collaboration with a team to closely and regularly monitor student progress
- Collaborate with parents, classroom teachers, interventions, administrative team, and other vested adults.

Within the district's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

Tier 3 Key Features:

1. Data-based decision making
2. Intervention plan creation
3. Evidence-based intervention delivery
4. Progress monitoring
5. Determining student eligibility for additional resources/services

Assigning Tiers

Academic, emotional, social, and behavioral development is not always synchronous; it is common for students to need different levels of support across content or developmental areas to maximize their potential. Assigning tiers and aligning resources to the tiers efficiently organizes services and ensures that each student has the necessary supports to be successful. In Boerne ISD students are tiered using combinations of the following data source examples: Universal screeners, state assessments, district common assessments, formative assessments, qualitative/observational data, attendance data, behavior data, etc.

Summary of MTSS at Boerne ISD:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support	Designed for all students with on-going differentiation Focus on alignment of instruction and instructional resources to TEKS.	Small group problem solving Targeted interventions for students not meeting expectations, in addition to core instruction.	Individualized problem solving Intensive and strategic interventions, in addition to core instruction. Focus on specific skills.
Population Supported	All students (100%)	Some Students (10-15%)	Few Students (3-5%)
Assessments Used	Universal screeners and benchmarks	Progress monitoring occurs bi-weekly or as appropriate to targeted skill area	Progress monitoring occurs weekly based on targeted skills
Curriculum and Intervention Supports	District core curriculum and schoolwide programs	Research-based curriculum, evidence-based strategies, Tier 2 supports	Research-based curriculum, evidence-based strategies, Tier 3
Group Size	Whole class and small group	Small groups: 4-8 students	Direct support: 2-3 students or one-on-one instruction
Location	General education classroom	General education classroom, may be outside of classroom	General education classroom, may be outside of classroom
Personnel	Classroom teacher	Classroom teacher, interventionist, specialized support, or other professionals	Classroom teacher, interventionist, specialized support, or other professionals
Implementation	Ongoing	Each cycle is dependent upon the individual skill set per child, with data supporting entry and exit criteria	Each cycle is at least 9 weeks, with data supporting entry and exit criteria

The MTSS Problem-Solving Process

Data-based decision making through the use of a systematic problem-solving process is an essential component of the MTSS framework for instruction and intervention that is consistently and continually used throughout the school year to determine the appropriate frequency, time, and intensity of instruction and support necessary for student success. The process is based on the careful analysis of multiple measures of academic, behavioral, and language proficiency data including: state assessments, formal district-wide assessments, informal local measures, office discipline referrals, and attendance. It is imperative to collect and analyze robust data on language, instruction, intervention, and behavior support to help determine why a student is not progressing at the same rate as their peers.

MTSS Problem Solving and Data-Based Decisions Overview

The basic problem-solving process utilizes the following four phases and questions:



DEFINE /IDENTIFY the problem

- What is the specific need for the student?
- What does the data reveal?

ANALYZE the Problem

- Why is the problem occurring?
 - What are the gaps in the continuum of skills?
 - What strengths can we leverage?
 - What are the targeted skills for intervention?

IMPLEMENT the Plan

- What are we going to do about the problem?
 - What is the specific goal for the intervention?
 - What intervention(s) will be used?
 - How will progress be measured?
 - What is the expected amount of time for the student to show progress towards the goal?
 - What are the identified strengths we can leverage?
 - Who is responsible for each action and a timeline?
 - How will we monitor and ensure program fidelity?

EVALUATE the Plan

- Was our support successful?
 - Has the intervention been used with fidelity?
 - Has the intervention been used for a sufficient amount of time to allow the student to show progress?
 - Has the intervention been used regularly?
 - Has the student been absent? Teacher absence? Other factors?
 - What does the progress monitoring data show?
 - Is the student applying skills gained through intervention and showing progress in the classroom setting?
 - Do other data sources (grades/discipline/SEL (character traits)/attendance/Aware) show progress? Use data that is most appropriate for the goal.
 - Based on this information, should the team reevaluate the intervention or extend the intervention?
 - Do we try another intervention at the same tier level?
 - Is a tier change recommended?
 - Does the data support a Special Education or Section 504 referral?

Campus Roles and Responsibilities

(See [Appendix B](#) for Campus Timelines for Roles and Responsibilities)

Each campus will designate the following positions:

The MTSS Campus Administrator Designee (AP, Academic Dean) will:

- Attend district-level MTSS meetings and documentation meetings.
- Monitor and verify documentation is complete and in compliance.
- Disseminate MTSS information at campus level and train staff.
- Organize and facilitate MTSS meetings on campus.
- Assign a campus staff member to complete referral packets for Special Education testing (not a SE teacher, Evaluation staff, or SLP therapist).
- Model and support the creation of intervention plans and progress monitoring;
- Serve as the Branching Minds system administrator on their campus.
- Train staff to use the designated platforms and process for documentation.

The MTSS Behavior Facilitator (Counselor) will:

- Attend district training for MTSS and documentation processes with regards to behavior.
- Train staff to use the designated platforms, including Branching Minds, with regards to behavior and processes for documentation.
- Serve as point of contact for staff concerning MTSS documentation with regards to behavior.
- Monitor and verify documentation is complete and in compliance with regards to behavior.
- Model and support the creation of intervention plans and progress monitoring with regards to behavior.

The Grade Level/Content Representative/ Teacher will:

- Consult/collaborate with content/program specialists regarding differentiated instruction.
- Understand and apply interventions on a daily basis.
- Seek assistance immediately from MTSS campus administrator, behavior facilitator, or MTSS specialists as needed.
- Utilize Branching Minds to document all information on timely basis for every student.
- Serve as liaison for peer teachers in meetings with specific knowledge of students and their needs.
- Serve as a liaison between PLC/grade-level/department team and MTSS team.
- Attend grade level PLC/MTSS meetings (may vary based on student needs).

The MTSS Specialist (dyslexia teacher, speech language pathologist, special education representative, department chair/ grade-level lead, instructional coach, EB instructional coach, math/reading interventionist, content coordinator, nurse) will:

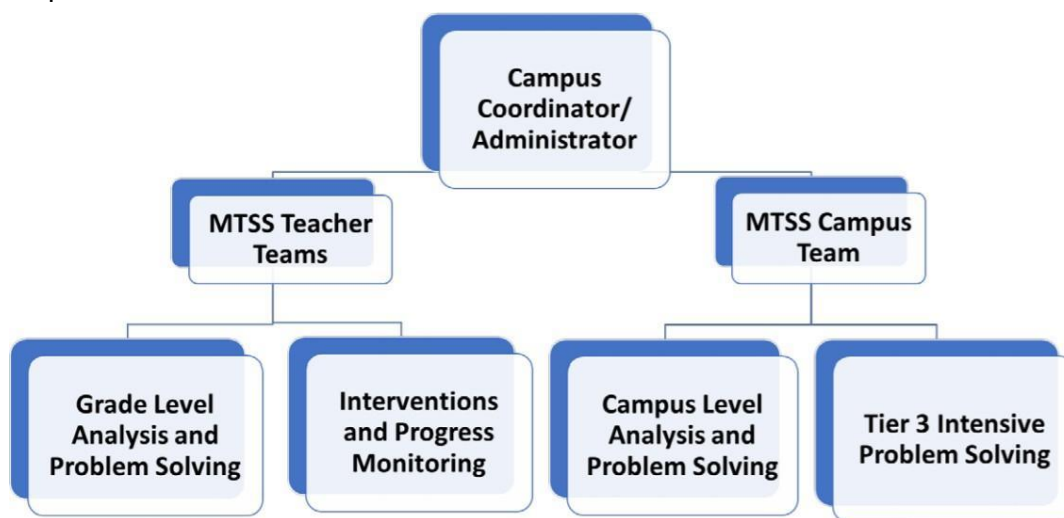
- Consult/collaborate with classroom teachers regarding differentiated instruction.
- Provide expertise to MTSS team regarding intervention and skill remediation.
- Support MTSS team with data interpretation and ensures linkage of data to selected interventions.

MTSS Meeting Expectations

- Meetings will be held at least once a month (minimum requirement).
- MTSS team members must include a core team with:
 - MTSS Campus Administrator
 - MTSS Behavior Facilitator
 - Department Head (Secondary)
 - Grade Level/Content Representative/ Teacher- instructional staff with knowledge of the student
 - May include the following Specialized Staff, if applicable: school psychologist (included in Tier 3 discussions), dyslexia teacher, speech language pathologist, special education representative, instructional coach, nurse, Emergent Bilingual instructional coach, and/or math/reading interventionist.
- Tiered documentation will be reported through the designated platforms and processes.

MTSS Team Workflow

Multi-Tiered Systems of Support is truly a best practice educational approach and school improvement model that exemplifies collective responsibility and encompasses a very broad scope of work. The MTSS Campus Administrator will provide training to staff, serve as the campus expert/contact, and work with campus and district instructional leaders to address campus structures and protocols, meetings, data analysis, problem-solving, and documentation. MTSS necessitates a team approach that includes the leadership and collaboration of all instructional leaders and educational professionals.



	Tier 2 Teacher Teams	Tier 2/ 3 Campus Team
Purpose	<ul style="list-style-type: none"> *Review student data and prioritize need Identify goal(s) *Design interventions to address needs/goal resources * Review progress monitoring data and fidelity of implementation *Adjust plan as needed 	<ul style="list-style-type: none"> *Review data for growth *Review fidelity of implementation *Consider intensifying or adding intervention *Consider need for outside services *Identify resources needed Adjust plan as needed
Team Members	<p>Teacher Teams (PLC—grade level, dept, etc.)</p> <p>When needed: Administrator, Counselor, MTSS Specialist(s)</p>	<p>Campus Team:</p> <p>Content/ Grade Level Representative</p> <p>Campus MTSS Behavior Facilitator</p> <p>MTSS Administrator</p> <p>MTSS Specialist- as needed</p>
Frequency	Meet at least once a month to review small-group intervention progress	Meet every 1-2 weeks to review individual student progress
Meeting Resources	<p>Guiding questions</p> <p>Student data</p> <p>Progress monitor data (academic, behavior, attendance)</p> <p>Information from parent as needed</p>	<p>Guiding questions</p> <p>Student data</p> <p>Progress monitor data (academic, behavior, attendance)</p> <p>Information from parent as needed</p>
Meeting Documentation	Meeting agendas and minutes per campus protocol; intervention plans, family communication and intervention letters in Branching Minds. For highest priority students, capture brief meeting notes in Branching Minds	Meeting agendas/ minutes, intervention plan and progress monitoring in Branching Minds. Family communication, meeting invites and intervention letters in Branching Minds

Documentation

Meetings and MTSS Work

The purpose of MTSS is to ensure quality instruction that maximizes student learning in the area of academics, behavior, and the whole child overall. Instruction is the main focus for student success. Proper documentation of the problem solving process is essential. The sharing of information across stakeholders is an important piece of the documentation. Proper documentation of previous interventions, strategies used, and services provided will enable the team to move forward with accurate information in a more productive way. We do not want any campus or district to start from scratch on a student, provide support or needed interventions, therefore, proper documentation is essential.

Documentation	Who	Where
Tier 1 System and Data Reviews	PLC, grade level/ department team	Per Campus PLC Protocol
Tier 2 MTSS Problem-Solving Meetings	MTSS team, grade level/ department team, or PLC	MTSS Meeting Agenda/ Minutes in Branching Minds- Meetings Notes
Tier 3 MTSS Problem-Solving Meetings	Campus MTSS team	MTSS Meeting Agenda/ Minutes in Branching Minds-Meetings Notes
Intervention plans to include: goal, progress monitoring, intervention/support, frequency, duration, and group size	Classroom teachers Specialists/ Interventionists PLC/grade level teams MTSS Campus Team	Branching Minds
Progress Monitoring Data	Classroom teachers Specialists/ Interventionists	Branching Minds

There are multiple ways to arrange and document MTSS meetings, however it is important for teams within a campus to choose a similar format in order to enhance professional learning, build consistency, and strengthen systems. Each campus should use the [MTSS Tier 2/3 Teacher Team Agenda Template](#) to document PLC / MTSS teacher team work. The MTSS Campus Team (Tier 3) should use the [Tier 3 Agenda Template](#) to document all meetings. To effectively examine data and engage in productive problem-solving, meetings at all tiers should be thoroughly recorded and organized by date.

Processes and Forms- Branching Minds Documentation Expectations

See [Appendix C](#) - Branching Minds Documentation Expectations

Senate Bill 1153 & PEIMS

Each school year, each school district must notify a parent of each child who receives assistance from the school district for learning difficulties, including intervention strategies that the school district provides to the child. This letter is available within the MTSS platform or from campus administration.

SB 1153, passed during the 85th legislative session, requires school districts to report students for whom the school used intervention strategies (as defined below) at any time during the year for which the report is made. To comply with the statute the following have been added to the Submission 1 and 3 TSDS PEIMS Collections:

- INTERVENTION-STRATEGY-INDICATOR-CODE indicates that a student enrolled at the campus participated in an intervention strategy at any time during the school year. (TEC 26.004)
- a strategy is a multi-tiered system of support that is above the level of intervention generally used in the system with all children. The term includes response to intervention and other early intervening strategies. (TEC 26.004)

Students who are provided Tier 2 and/or Tier 3 intervention strategies through MTSS should be coded in PEIMS with service start dates and end dates. End dates should not go beyond the last school calendar date.

This letter is NOT required for students who are receiving Enrichment Tier services.

Testing Accommodations

Providing assessment accommodations may be necessary based on the unique needs of a student in order to accurately assess the student's level of mastery. When a teacher is providing assessment accommodations to a student in a grade or content area that is tested by STAAR, it is important to determine if the accommodations are used routinely, independently, and effectively, and therefore are appropriate testing accommodations on state assessments.

Routinely

- The student should routinely receive the accommodation during classroom instruction and testing.
 - This does not necessarily mean that the accommodation must be used every day during instruction.
- The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.

Independently

- The student should be able to use the accommodation independently, when applicable, during the state assessment.
- For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.

Effectively

- Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).
- This data will show whether the student still needs the accommodation or whether it is now unnecessary.

If the testing accommodations meet these general criteria, the teacher should submit evidence to the campus MTSS Campus Team (per TEA policy). The MTSS team will then review the evidence and the accommodation-specific criteria to determine eligibility, complete district Documentation and record in Branching Minds, and assign appropriate testing accommodations for STAAR.

Specific eligibility criteria for each accommodation (i.e. locally approved designated supports) are updated by TEA each year.

Intervention Plans

See [APPENDIX E](#): Building Intervention Plans in Branching Minds Click Sheet for specifics on how to build intervention group in Branching Minds

Intervention Plan Component 1: Goal Writing

The measurable goal is an important part of the intervention plan. The goal should be based on the skill set in which the student shows a deficit and is measurable through explicit data across progress monitoring. When reading a completed goal, it should be clear to anyone as to the exact skill being measured and what target is expected for mastery. Whether writing a goal for a small group or writing an individualized goal for a student, it is important to carefully consider guiding questions and use relevant data when writing student goals.

Guiding Questions

- What do we want the student to know or do?
- Why can't the student do this now? What skills are missing?
- What can the student do now?
- How is this relevant to the student's learning?
- How can we measure this knowledge, skill, or behavior?

Data Sources

- State Assessments (STAAR, EOC, TELPAS)
- Universal screeners
- Benchmark assessments
- Common assessments
- Grades
- Attendance data
- Other qualitative/quantitative data as appropriate

Write the Goal

- Identify the highest skill level the student is performing at and write a goal to measure the next step.
 - Determine a missing skill that would make a significant difference if achieved, and write a goal to address that skill.
 - Identify a desirable behavior that would increase the student's ability to be successful, and write a goal to increase the behavior.
 - Ensure the goal is written in the S.M.A.R.T. format, beginning with "The student will (verb)..."
 - Specific-clearly focused; answers who, what, where, when, etc.
 - Goals are skill-based, not standards- or grade-based.
 - Be judicious - each goal must be measured regularly. Don't establish too many goals.
 - Measurable-establishes concrete criteria for measuring progress
 - Measure progress, review fidelity and results, and adjust, as needed.
 - Plan for multiple data points, gathered at least every other week.
 - Attainable-reasonable chance of being achieved
 - Good goals should be reasonable, but ambitious.
 - Relevant-achievement will make a significant difference to the student's ability to make progress
 - Timely-the goal has a begin date and time frame for progress monitoring and data review
 - Measurements taken less frequently (BOY/MOY/EOY) are not good for short term goals.
- (Doran, 1981, Meyer, 2003, and O'Neill, Conzemius, Commodore, & Pulsfus, 2006)

Grade Level	Non-Example	Example
Kinder	Roger will demonstrate appropriate classroom behaviors.	Roger will stay in his seat during a 15 minute lesson or academic work session as measured by the student's point sheet. OR Roger will raise his hand and wait to be called on when wanting to speak or participate in classroom activities or discussion as measured by the student's point sheet.
1st Grade	Charlie will improve phonics skills.	Charlie, when provided with letter/sound flashcards, will identify all 26 letter sounds of the alphabet (short vowel sounds) with 95% accuracy in 3 out of 4 trials.
3rd Grade	Jan will get better at adding or subtracting two-digit numbers.	Jan will determine the correct operation and solve problems requiring addition and subtraction of two-digit numbers, with and without regrouping, with 80%
5th Grade	Sara will improve reading.	Sara will read 2 and 3 syllable decodable words from the 3rd grade word list accurately and fluently by reading 80% (16 out of 20) words correctly within 30 seconds.
Middle School	John will master probability and statistics TEKS.	John will determine whether problems are permutation or combinations, choose the correct formula and solve problems, with and without visual representations, with 80% accuracy in 3 out of 4 trials.
Middle School	Alex will improve his study skills.	Alex, when provided assistance in creating an organization system, will complete and turn in assigned work on time, as measured by scoring a weekly average of 3 or 4 points on the teacher feedback form.
High School	Natalie will be able to read quickly and accurately.	Given 7th grade instructional level text (DRA 60/ Lexile 850-950/ F&P W), Natalie will read 80 words per minute with 85% accuracy.
High School	Angel will learn how to write equations and understand what a function is.	Given a graph, table, word problem, or set of points, Angel will be able to accurately determine if each relation is a function and write an equation to represent the function in 4 out of 5 trials.

Intervention Plan Component 2: Progress Monitoring

Progress monitoring is critical to determine if the intervention is effective for measuring a student's growth toward mastery of a skill or concept.

Progress monitoring assessments are very narrow in scope and capture progress toward the single, targeted skill or concept written in the goal. In the case of intervention, progress monitoring assessments are not intended to capture on-grade-level progress. If the target skill is above or below grade level, the progress monitor should be appropriately aligned. Choosing the right progress monitor helps to answer an essential MTSS question: If we meet students where they are at during intervention, what level of growth might be achieved?

Progress Monitor Assessment Examples

- DIBELS/ Lectura/ Istation Sub-test Skills monitoring
- Multiple versions of a short quiz over a narrow skill
- Fluency assessments
- Process standard formative skill checks
- Computer-based program reports for specific skills
- Rubrics and Student Checklists

Progress Monitoring Resources

Progress monitoring assessments may be teacher-made, may come from an intervention set, kit, or program. Whatever the source, it is important the assessment is tightly aligned to the goal and the intervention strategies and resources. Additionally progress monitoring must be documented in Branching Minds.

Intervention Plan Component 3: Interventions and Supports

Intervention Materials

The district has many resources available for campuses to support all levels of instruction (see the district-approved [curriculum resource list](#)). In addition Boerne utilizes a library of intervention supports that are available and listed in Branching Minds. It is important to select strategies, materials, and programs that have a strong research-base or evidence-base.

Campuses that would like to request the use of alternate intervention support should reach out to their content coordinator or a district student support counselor for approval. To assess the quality and alignment of current intervention materials the following intervention selection criteria are used by the Teaching and Learning and Whole Child Services department

- Is the resource TEKS-based and tightly aligned to our Tier 1 core curriculum?
- Does it address the specific skill area(s) needed?
- Is it relevant and responsive to the target group?
- What is the effect size?
 - How must the intervention be delivered to achieve this effect size?
 - Minutes per session
 - Days per week
 - Group size
- Is the intensity flexible to accommodate both Tier 2 and Tier 3 needs?
- What are the associated costs (e.g. professional development, coaching, materials)?
- What resources are needed to effectively deliver the intervention (e.g. laptops, software, paper products, manipulatives, dry erase boards & markers)

Campus Logistical Options

Through the analysis of data, each campus will determine if the majority of students in a class or classes are struggling then the core classroom instruction change must be adjusted to meet the needs of the students in the classroom.

Students displaying more unique or significant needs can be addressed through small group intervention. The campus MTSS team will create intervention groups based on students who have similar needs and have similar skill sets.

After the analysis of data from a variety of resources to include district universal screeners, campuses will determine the most appropriate intervention to meet the students' needs.

Logistics to meet all students' needs can be a challenge, especially for students with multiple needs being addressed by speech, dyslexia, behavior, reading, and math.

Outlined below are examples of intervention implementation exemplifying feasible and increasingly effective evidence-based models. In order to meet the needs of every student, the MTSS committee will collaborate to design individualized intervention implementation models.

Model Examples:

Elementary Implementation Options-Keep in mind, students can have multiple layers of support dependent upon needs.

- The campus schedule includes protected intervention time during which each teacher facilitates intervention groups for his or her own students in the classroom.
- The campus schedule includes protected time during which teachers share students across their grade level in order to facilitate more unique intervention groups than they could each facilitate alone.
- The campus schedule could include opportunities for students to receive on-going intervention before school, after school, or during Saturday sessions.

Secondary Implementation Options-Keep in mind, students can have multiple layers of support dependent upon needs.

- The campus schedule includes frequent and consistent opportunities for students to receive on-going intervention before school, after school, or during Saturday sessions.
- The campus schedule includes intervention courses for students who are performing significantly below grade level. (For example: Middle School English Language Arts and Reading Principles and Math Lab, High School Practical Writing, Reading I/II, Strategic Learning 1 or 2 (mathematics)).
- Within an instructional block (class period), small-group or one-on-one intervention and/or reteach may be embedded. For example, in the R/LA block small-group interventions might occur during independent reading/writing time or reading/writing conferences. For math, small-group interventions might occur during warm-up time, integrated into stations, or independent practice time.
- The campus schedule includes protected intervention time during which students are provided intensive support with their teacher, an interventionist, or teacher other than the content area teacher in either within the classroom setting or within a pull-out setting.

Behavior Interventions

A Whole Child Approach

Boerne ISD takes a whole child approach to behavioral support for students which begins with a positive school climate that affirms and supports all students. This whole child approach is supported through research about human development from neuroscience and the science of learning that demonstrates how learning depends on secure attachments; supportive relationships; engaging learning experiences; and explicit direct integration of social, emotional, physical, and academic skills. The overarching objective of this whole child approach is to promote the healthy development and success of our students so they can reach their full potential socially, emotionally, physically, academically, and eventually professionally.

Crafting school and classroom environments that support and encourage positive student behavior requires recognizing that academic, physical, social, and emotional learning are interconnected—and that they can be explicitly taught. Farrington et al. (2012) maintain social and emotional skills are malleable, and a “key task for educators becomes the intentional development of these skills, traits, strategies, and attitudes in conjunction with the development of content knowledge and academic skills” (p. 5).

This whole child approach requires both explicit teaching of social and emotional skills and competencies and the use of educational and restorative approaches to discipline. Research confirms that punitive and exclusionary discipline practices do not have the intended results of improved behavior (Nese et al., 2021). These practices do not teach students new strategies they can use to interact and solve problems and often have unintended harmful effects. Students who are excluded from class often return frustrated and angry, further behind academically, and, having learned no new skills for dealing with these emotions, are even more likely to disrupt others.

Boerne ISD educators know that students’ academic learning and social-emotional learning go hand in hand and the development of prosocial mindsets, skills, and habits gives students the ability to persist through challenging work, collaborate with others, take risks while learning, think critically, and communicate effectively.

Boerne ISD students receive universal instruction (Tier 1) on 8 key social emotional skills. Each skill will be covered throughout a 9-week period through guidance lessons, PBIS, and class meetings.

These skills are taught in a two-year cycle:

Great 8 SEL Skills -Cycle 1	Great 8 SEL Skills -Cycle 2
<ul style="list-style-type: none">• Optimistic Thinking• Self Management• Goal Directed Behavior• Relationship Skills	<ul style="list-style-type: none">• Self Awareness• Personal Responsibility• Decision Making• Social Awareness

Optimistic thinking: A child’s attitude of confidence, hopefulness, and positive thinking.

Self-management: A child’s success in controlling his/ her emotions and behaviors, especially in new and challenging situations.

Relationship skills: A child’s skill at promoting and maintaining positive connections with others.

Goal-directed behavior: A child’s initiation of, and persistence in completing, difficult tasks.

Decision making: A child’s approach to problem-solving, learning from experience, using values to guide behavior and accepting responsibility

Personal responsibility: A child's tendency to be careful and reliable in his/her actions and to contribute to group efforts.

Self-awareness: A child's realistic understanding of his/ her strengths and limitations, and consistent desire for self improvement.

Social awareness: A child's capacity to interact with others in ways that show respect, tolerance, and cooperation.

Quality Assurance

(See [Appendix H](#)- Boerne ISD MTSS Quality Assurance Plan)

MTSS, if applied with fidelity and using evidence-based interventions, can provide useful data about the level of support a student needs and whether the supports improve student outcomes.

Boerne ISD will implement partnerships of support for campus team to provide support in determining the fidelity of implementation of the Five Core Components of MTSS:

1. Student services are arranged in a multi-tier model.
2. Data is collected to assess student baseline levels and to make decisions about student progress.
3. Interventions are 'evidence-based.'
4. The 'procedural integrity' of interventions is measured.
5. MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time.

MTSS Quality Assurance meetings, campus visits, and quality check templates help each campus MTSS Team proactively plan, reflect, and continuously improve the MTSS program at their campuses.

References

- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35-36.
- Farrington et al. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review. University of Chicago Consortium on Chicago School Research.
https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report_0.pdf
- Fullan, M. (2016). The elusive nature of whole system improvement in education. *Journal of Educational Change*, 17(4), 539-544. doi:10.1007/s10833-016-9289-1
- Istation. (2020). From RTI to MTSS: Building your intervention team.
<https://info.istation.com/istation-from-rti-to-mtss-building-your-intervention-team>
- Lexia. (2018). Understanding the MTSS problem-solving process: What you need to know.
<https://www.lexialearning.com/blog/understanding-mtss-problem-solving-process-what-you-need-know>
- Meyer, P. J. (2003). *Attitude is everything!*. The Leading Edge Publishing.
- Nese, R et al. (2021). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth*, 65(4), 301-311.
<https://doi.org/10.1080/1045988x.2021.1937019>
- O'Neill, J., Conzemius, A., Commodore, C., & Pulsfus, C. (2006). *The power of smart goals: Using goals to improve student learning*. Solution Tree Press.

Frequently Asked Questions Regarding MTSS

What does MTSS stand for?

MTSS is an acronym for Multi-Tiered System of Supports.

What is the purpose of MTSS at the campus level?

MTSS is a framework for all instruction and support within a school campus and includes components to improve outcomes for all students—those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Supports are developed and assigned in layers, or tiers, based on intensity of student need. Using a MTSS framework is intended to maximize instruction for all students by engaging in a continuous process of problem-solving based on data.

What is the purpose of MTSS at the district level?

The MTSS framework aligns and organizes support across all district departments to optimize effective campus support. The district framework mirrors the campus framework, with support for students who are performing below grade level, on grade level, and above grade level.

Additionally, supports available to campuses are layered (tiered) based on intensity.

Is MTSS primarily for students who are struggling academically?

No. MTSS is for all students—those who are struggling as well as those who need accelerated or enriched instruction. MTSS is a framework to maximize instruction for all students.

Why should schools use a common framework?

A common MTSS framework will strengthen implementation by helping schools engage in continuous problem-solving based on data to provide increasingly intensive support and interventions. This helps schools develop and classify practices as primary (Tier 1), secondary (Tier 2), or tertiary (Tier 3.) These distinctions will help campus administrators and teachers assign staff, allocate resources, and create schedules in the most effective and efficient way.

How is MTSS different from RtI?

While RtI and MTSS are both structured into three tiers and sometimes used interchangeably, RtI has traditionally referred to academic interventions while PBIS referred to behavior interventions. MTSS is a comprehensive system that includes consideration of the whole child—academic, social, and behavioral. Examining all components of instruction is necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs aren't being met may begin to develop academic concerns. It's important to consider all facets to address all students most effectively.

Which students are impacted by MTSS?

Because MTSS includes core instruction and practices, all students are impacted. At Tier 1, school staff engage in a continuous process of data collection and analysis to maximize core instruction, improve instructional practices, and provide differentiation strategies across the campus. A quality MTSS framework will improve instruction for all students.

What is universal screening?

The [Center on Multi-Tiered Systems of Support](#) defines universal screening as brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary instruction.

What is student progress monitoring?

The [Center on Multi-Tiered Systems of Support](#) defines student progress monitoring as repeated measurement of performance over time to inform instruction of individual students. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to measure rates of improvement and identify students who are not showing adequate progress.

What is student differentiation?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

What is the MTSS Framework?

The MTSS Framework is a three-tiered system for delivering increasingly intensive interventions when students are not having their educational needs met. Tier 1 is considered “universal” and includes the quality academic, social-emotional, and behavior instruction and expectations for all students on a campus. Tier 2 provides “targeted” interventions to some students, usually in small groups. Tier 3 is intensive and individualized for the few students who have demonstrated a need for the most support.

Is MTSS primarily for students who may need a special education evaluation?

No. The purpose of MTSS is to engage in a continuous cycle of problem-solving based on data to provide immediate support when students have unmet educational needs. When effective, MTSS reduces the need for more restrictive educational placements for many students by intervening early. All school staff (teachers, administrators, counselors, social workers, interventionists, parent specialists, etc.) should work together to implement the MTSS framework for the benefit of all students on a campus.

Can students receive different levels of support in different areas at the same time?

Yes. Students should move back and forth across the levels based on their demonstrated success or difficulty at the intervention level, as evidenced within the data. Also, students can receive intervention at one level while also receiving intervention or instruction at another level in a different area. For example, a student may receive Tier 2 intervention for reading, Tier 1 instruction for math, and Tier 3 behavior support.

Is MTSS a process where students progress sequentially from tier to tier?

Not necessarily. Movement among tiers should be fluid and based on level of need. A student with acute needs does not have to progress through the tiers to get intensive, individualized support. The level of intervention should match the level of need. Additionally, a student who is performing below grade level, and needs additional support, should not miss the core instruction provided in Tier 1.

How do students “qualify” for Tier 2 and Tier 3 supports and services?

Students are identified for intervention support through a careful process of problem-solving using data. School staff analyze results from universal screeners and diagnostic tests to determine students who need additional academic and/or behavioral support to maximize their potential. Depending on the student's level of need and how they have responded to previous efforts, the problem-solving team decides to continue at Tier 1 with differentiation and extra support, begin a Tier 2 (targeted) intervention, or begin a more intensive and individualized Tier 3 intervention. The decision is made by campus staff and based on student need.

How long should a student receive Tier 2 or Tier 3 supports?

A student should receive intervention as long as there is a demonstrated need. Some students will require intervention for a short period and then return to Tier 1 instruction. Other students may need Tier 2, or even Tier 3, interventions for a long time. One of the main components of an effective MTSS system is the on-going cycle in which school staff engage in a continuous process of problem-solving based on data. As students receive interventions, teachers periodically collect data to measure their response. For students who are performing below grade-level - when data indicates a student has reached a proficiency level that no longer needs the current intervention, the campus team will implement a less intensive intervention or return the student to Tier 1 supports only. If data indicates the student is making reasonable, slow, or no progress, the team will continue or intensify interventions. There are no set time limits for receiving interventions.

How are students receiving Enrichment services served through MTSS?

A student who receives enrichment services either through the Gifted and Talented program or within Tier 1 instruction may be tiered using the Enrichment Tier. This tier should be used for students who may be participating in enrichment programs such as Challenge Lab or small groups designed to provide instruction meant to provide students with advanced opportunities to grow academically. An example of small-group instruction enrichment might be a teacher working with students who have previously achieved Masters level for STAAR and are working to maintain and grow at the Masters level for the next year's STAAR.

Appendix A

MTSS Overview and Processes Quick Reference

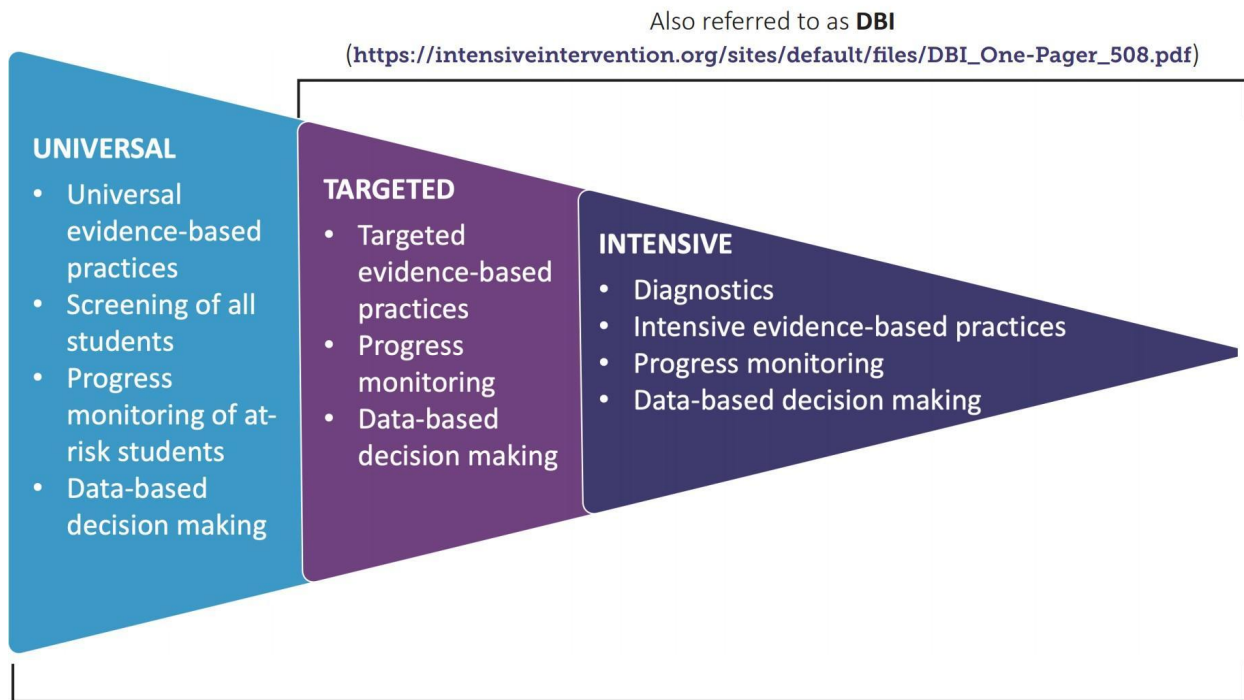
What is MTSS? The multi-tiered system of supports (MTSS) framework can be considered the umbrella for other support systems, such as data-based individualization (DBI), response to intervention (RTI), and positive behavior intervention and supports (PBIS).

MTSS encompasses academic, behavioral, and mental health supports for all students. Students in general education and those receiving special education and related services can participate in MTSS. **MTSS is not used to delay or deny a child's right to an initial evaluation for special education and related services.**

A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for all students. Through MTSS, schools identify students in need of additional support and provide these students with evidence-based intervention to reduce academic and behavioral gaps.

MTSS promotes collaboration among teachers—both general education and special education—and support specialists. MTSS also helps schools effectively communicate student progress to caregivers. Figure 1 shows the connections among the tiers of MTSS. MTSS may also be referred to by several different names.

Figure 1: MTSS Components and Other Support Systems



Also referred to as
RTI (https://mtss4success.org/sites/default/files/2020-07/rtiessentialcomponents_042710.pdf)
PBIS (www.pbis.org/pbis/tiered-framework)

MTSS Model The most common MTSS model includes three levels, or tiers: universal, targeted, and intensive.

All tiers also use reliable and valid assessments. Screening is used in the universal tier, diagnostic assessments are used in the intensive tier, and progress monitoring is used in all tiers. Data from these assessments are collected and analyzed by a problem-solving team to evaluate student response to intervention and make informed data based decisions.

Universal Intervention provides all students with effective and explicit instruction in the general education classroom. It includes evidence-based practices, research-based curricula, differentiation, scaffolded instruction, and universal design for learning. At the universal level, teachers screen all students with reliable and valid screening measures to identify those who may be at risk for academic or behavioral difficulties. Screening may occur up to three times yearly. After screening, teachers provide intervention (e.g., differentiating lessons, scaffolding instruction) to better meet the needs of the students revealed to be at risk. Teachers should also promptly begin progress monitoring to track how those students respond to the instructional changes and adjust intervention as needed. After a period of several weeks, when enough progress-monitoring data have been collected, teachers work together to make timely data-based decisions about whether universal intervention is meeting the needs of a student or whether the student requires additional support through targeted intervention. Most students, approximately 80%, make adequate progress with universal intervention alone when implemented as intended.

UNIVERSAL

- Universal evidence-based practices
- Screening of all students
- Progress monitoring of at-risk students
- Data-based decision making

TARGETED

- Targeted evidence-based practices
- Progress monitoring
- Data-based decision making

Targeted Intervention is typically required for about 20% of students, those who are considered at risk for academic or behavioral difficulties. If many students need targeted intervention, the school needs to evaluate the universal intervention currently in place.

Teachers or other support specialists (e.g., interventionists, behavior or reading specialists) use evidence-based practices specific to targeted intervention and work with students in small groups. These intervention groups meet on a regular basis each week. It is important to note that targeted intervention is supplemental to, and should not replace, universal intervention. Progress-monitoring measures are administered frequently—often weekly—so data about response can be collected and analyzed without waiting too long to make decisions. After a sufficient amount of data has been collected, the problem-solving team uses that data to determine whether the intervention is meeting the needs of each student. Students with an adequate response to targeted intervention continue with targeted intervention or

transition to receiving only universal intervention. Students who demonstrate a continued inadequate response to targeted intervention start to receive intensive intervention.

Intensive Intervention is typically required for about 5% of students, those who demonstrate significant and persistent learning and/or behavior needs. At this level, interventions are more individualized, so diagnostic data are collected to determine a student's strengths and weaknesses and to inform which evidence-based practices to use or adapt. The educator most highly qualified to deliver intensive intervention works with individual students or very small groups. Just as group size intensifies as compared to targeted intervention, so do the frequency and duration of the intervention. Intervention providers use progress-monitoring measures frequently (e.g., once or twice a week) to determine student response and allow for timely decision making. When enough data have been collected, the problem solving team determines whether intensive intervention is meeting the needs of a student or whether more adaptations need to be made.

INTENSIVE

- Diagnostics
- Intensive evidence-based practices
- Progress monitoring
- Data-based decision making

MTSS involves universal intervention for **all**, targeted intervention for **some**, and intensive intervention for a **small number** of students.

Appendix B

Campus Roles and Responsibilities Timeline

MTSS Campus Administrator

(HS: Academic Dean, MS/Elm: Assistant Principal)

- Attend district level MTSS meetings and documentation meetings; Verify and ensure documentation is complete and in compliance.
- Disseminate MTSS information at campus level and train staff.
- Organize and facilitate MTSS meetings on campus.
- Assign a campus staff member to complete referral packets for Special Education testing (not a SE teacher or SLP therapist).
- Model and support the creation of intervention plans and progress monitoring.
- Serve as the Branching Minds system administrator on their campus.
- Train staff to use the designated platforms and process for documentation.

August	<ul style="list-style-type: none"> • Schedule MTSS meetings on master calendar for upcoming year • Ensure MTSS expectations and procedures are communicated • Schedule grade level intervention in master schedule • Monitor training and knowledge of upcoming administration of BOY universal screeners • Provide professional learning for MTSS/BrM refresher for campus staff • Provide new teachers initial/full training on MTSS/BrM • Verify student, teacher and admin team accounts - update staff levels / teachers vs. manager • Verify student IEP/504 status for specific for specific content area • Identify students considered at-risk at the end of the previous year to ensure accurate scheduling and to maximize effective intervention (i.e. math lab, reading foundations) • Model and support the creation of intervention plans (goal + progress monitor + supports) • Ensure all students have Tiers set in BrM based on universal screeners and/or relevant data • Verify and schedule students in need of HB1416 accelerated instruction and any completion of hours during summer school in BrM
September	<ul style="list-style-type: none"> • Participate in routine problem-solving discussions to establish plans for struggling students (PLC, grade level teams, department meetings, etc.) • Provide professional development to staff to support differentiated interventions and systems of support • Ensure completion of BOY administration of universal screeners • Model and support the creation of intervention plans (goal + progress monitor + supports) • Verify that teachers: generate, save, and send home intervention letters (SB 1153) • If student-sharing, grant teacher access to additional students in BrM • Monitor and support staff "Current To-Dos", "Overdue To-Dos" and creations/revision/fidelity of plans/progress monitoring documentation. • Monitor PEIMS submission of Intervention Strategy coding and alignment to MTSS data platform • Ensure progress monitoring documentation is complete for all intervention plan • Complete MTSS meetings as scheduled. • Review meeting and family communication documentation • Support staff to complete all "To-Do" items • For high school, document IGC • Review campus files to check documents for completion • Secondary campuses should monitor EWI reports for intervention planning, progress monitoring and continued needs.

	<ul style="list-style-type: none"> • Monitor attendance for students with high absences/tardies and create intervention plans as needed • Ensure documentation of MTSS meeting and any recorded family communication is current/accurate in BrM • Ensure parent communication exists between school/teacher(s) and parent(s)/guardian(s) for students receiving any Tiered support • Monitor HB1416 accelerated instruction and accurate documentation of hours completed
October	<ul style="list-style-type: none"> • MTSS Facilitator: monitor PEIMS submission of Intervention Strategy coding and alignment to MTSS data platform should be completed and ready for district review by two weeks before Snapshot. <ul style="list-style-type: none"> ◦ Any corrections should be made before PEIMS Snapshot. • Secondary campuses should monitor EWI reports for intervention planning, progress monitoring and continued needs. • High Schools: credit audit for all students, and create plans for credit recovery and document, as applicable • Monitor attendance for students with high absences/tardies and create intervention plans as needed • Ensure documentation of MTSS meeting and any recorded family communication is current/accurate in BrM • Verify that teachers: generate, save, and send home intervention letters (SB 1153) • Complete MTSS meetings as scheduled. • Monitor HB1416 accelerated instruction and accurate documentation of hours completed
Nov.-April	<ul style="list-style-type: none"> • Ensure MOY and EOY administration of universal screeners • Based on classroom observations, student data, and professional discussions, MTSS Campus Administrator provides on-going professional development to staff to support intervention and systems of support • Verify that teachers generate, save and send home intervention letters (SB 1153) • Model and support the creation of intervention plans (goal + progress monitor + materials/strategies) using Branching Minds • Review meeting and family communication documentation • Monitor PEIMS submission of Intervention Strategy coding and alignment to MTSS data platform • Secondary campuses should monitor EWI reports for intervention planning, progress monitoring and continued needs. • Complete MTSS meetings as scheduled. Document meeting in BrM. • Reflect, debrief, and review interventions, and adjust to meet student needs. • High Schools: review plans for credit recovery and document, as applicable • Monitor HB1416 accelerated instruction and accurate documentation of hours completed • Ensure teachers complete data collection and enter all progress monitoring data.

May-June	<ul style="list-style-type: none"> • Complete ALC meetings as needed and upload/record in BrM. • MTSS Team: hold GPC Meetings. Upload meeting documentation into BrM. • Ensure all students are tiered for roll-over of students into next school year. • Upload summer school registration/ documentation as needed into BrM. • Schedule MTSS meetings for the following school year. • Finalize the schedule of intervention time into the master schedule. • Compile list of at-risk students who will need continued interventions into next school year. • MTSS Facilitator: monitor PEIMS submission of Intervention Strategy coding and alignment to MTSS data platform should be completed and ready for district review before end of school year. <ul style="list-style-type: none"> • Any corrections should be made before PEIMS summer submission.
-----------------	---

MTSS Behavior Facilitator:

- Attend district training for MTSS and documentation processes with regards to behavior.
- Train staff to use the designated platforms with regards to behavior and process for documentation.
- Serve as point of contact for staff concerning MTSS documentation with regards to behavior.
- Verify and ensure documentation is complete and in compliance with regards to behavior.
- Model and support the creation of intervention plans and progress monitoring with regards to behavior.

August	<ul style="list-style-type: none"> • Provide Refresher Training with updates for campus staff • Provide new teachers - Behavioral initial/full training • Verify student 504 status for specific content areas with regards to behavior • Model and support the creation of intervention plans (goal + progress monitor + materials/strategies) • Meet weekly with AP partner
September-April	<ul style="list-style-type: none"> • Provides professional development to staff to support differentiated interventions and systems of support with regards to behavior • Model and support the creation of intervention plans (goal + progress monitor + materials/strategies) with regards behavior • Support staff "Current To-Dos", "Overdue To-Dos" and creation/revision/fidelity of plans/progress monitoring documentation with regards to behavior • Monitor PEIMS submission of Intervention Strategy coding and alignment to MTSS data platform with regards to behavior • Monitor and verify accuracy of data collected for PEIMS submission of Intervention strategy coding and alignment to MTSS data. • MTSS Facilitator Behavioral Specialist: ensure meeting and family communication documentation is completion with regards to behavior • For high school, document IGC with regards to behavior
May	<ul style="list-style-type: none"> • Based on classroom observations, student data, and professional discussions, MTSS Campus Administrator, Facilitator, or Specialist provides on-going professional development to staff to support intervention and systems of support with regards to behavior

MTSS Teacher/Grade Level/Content Representative:

- Consult/collaborate with MTSS Specialist regarding differentiated instruction
- Understand and apply interventions on a daily basis
- Seek assistance immediately from MTSS Campus Administrator, Facilitator, or Specialist when needed
- Utilize Branching Minds to document all information on timely basis for every student
- Serve as liaison for peer teachers in meetings with specific knowledge of students and their needs.
- Serve as a liaison between PLC/grade-level/department team and MTSS team
- Attend grade level PLC/MTSS meetings, may vary based on student needs

August - May	<ul style="list-style-type: none">● Attend professional development support provided differentiated interventions and systems of support● Seek assistance MTSS Campus Administrator, Facilitator, or Specialist when perplexed● If student-sharing, gain access to additional students● Complete data collection and enter all progress monitoring and “To-do”s documentation in Branching Minds● Generate, save, and send home intervention letters (SB 1153)● Ensure all students in teacher’s classes are tiered in BrM based on relevant data.● Participate in routine problem-solving discussions to establish plans for struggling students, provide interventions, progress monitor and ensure documentation accurately reflects actions● Administer BOY, MOY, and EOY of academic and behavioral universal screeners● Document/ Record parent communication and student meeting notes in BrM.
---------------------	---

Appendix C

Branching Minds Expectations/ Documentation

TASKS:	Person(s) Responsible:	Timeline:	Location:
Reading- Review Data Performance and Tier students based on level of intervention services provided (Reading will represent Reading and LA; "Writing" Tier will not be used utilized)	Classroom Teacher	Adjust Tiers- BOY, MOY, EOY and ongoing Monthly Data review: CLI, mCLASS, Istation, STAAR/EOC, Common assessment, Grades	Student Tier Level
Math- Review Data performance and Tier students based on level of intervention services provided	Classroom Teacher	Adjust Tiers- BOY, MOY, EOY and ongoing Monthly Data review: Aspens, eSTAR, MStar, Zearn, IXL, STAAR/EOC, Common assessment, Grades	Student Tier Level
Science- Review Data performance and Tier students based on level of intervention services provided	Classroom Teacher	Adjust Tiers- BOY, MOY, EOY and ongoing Monthly Data review: STAAR/EOC, Common assessment, Grades	Student Tier Level
Social Studies- Review Data performance and Tier students based on level of intervention services provided	Classroom Teacher	Adjust Tiers- BOY, MOY, EOY and ongoing Monthly Data review: STAAR/EOC, Common assessment, Grades	Student Tier Level
Behavior-review students coded as "S" in SEL & Behavioral Health	District Behavior MTSS Facilitator	October, February and May	Student Tier Level
Students in SPED receiving services- tier coded as "S" in reading, math, science, social studies, or behavior	SPED Case Manager	BOY and Ongoing	Student Tier Level
Student receiving dyslexia intervention- tier in reading coded as "S" for services	504 or SPED case manager	BOY and Ongoing	Student Tier Level
Build groups- (Using BISD naming conventions with fidelity: Campus_Grade_Course_Teacher_Period) 1) Build group 2) Add support 3) Add Progress monitor	Teacher / Intervention/ Tutoring Staff	As Needed	Groups/ Intervention plans
Generate and send parent notice letter of MTSS intervention	Teacher/ MTSS Team	When a student is receiving an intervention for the first time for the current year.	Supporting Docs
Complete to-dos in Progress Monitoring and Minutes Completed	Teacher	As Needed	To-dos

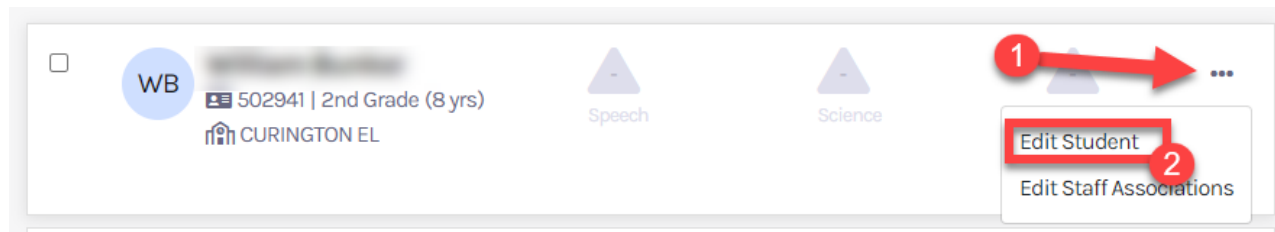
All HB 1416 Tutoring Groups documented	Tutoring teacher/ staff	As Needed	Groups/ Intervention plans
Parent communication logged	Teacher, Campus/ District Staff	Ongoing	Family Communication
ARD/ IEP Meeting Uploaded	SPED case manager	Ongoing (Within 5 days of meeting)	Supporting Docs
504 Meeting Uploaded	504 Case Manager	Ongoing (Within 5 days of meeting)	Supporting Docs
GT Indicator - BrM	District T&L Staff	Data District loaded 4 times per year	Student profile
504 Indicator - BrM	District T&L Staff	Data uploaded monthly	Student profile
SPED Indicator- BrM	District T&L Staff	Data uploaded monthly	Student profile
MTSS Meeting logged	MTSS Administrator	Ongoing (Within 5 days of meeting)	Meetings
MTSS STAAR Testing Accommodations	MTSS Administrator	Ongoing (Within 5 days of meeting)	Student profile
ALC/ Documentation Meeting Uploaded	MTSS Administrator	Ongoing (Within 5 days of meeting)	Supporting Docs
Attendance Documentation- BrM	MTSS Administrator	Notes are required when pattern in student's attendance indicates risk for losing credit and/or affecting academic mastery	Supporting Docs, Meetings
Behavior Incidents Documentation	Campus Administrator/ Classroom Teacher	Behavior incidents can be logged as needed. Behavior incidents and/or notes should be documented to report trends in behavior, how the behavior was addressed and how the student is responding.	Log Behavior Incidents, Supporting Docs
Update Staff Permissions in BrM- Teacher vs Manager	MTSS Administrator	As needed	Manage Staff

Appendix D

Setting and Changing a Student's Tier Level

On the **Students** page.

1. Click the **triple dots**.
2. Then click **Edit Student**.



Within the **Edit Student** pop up.

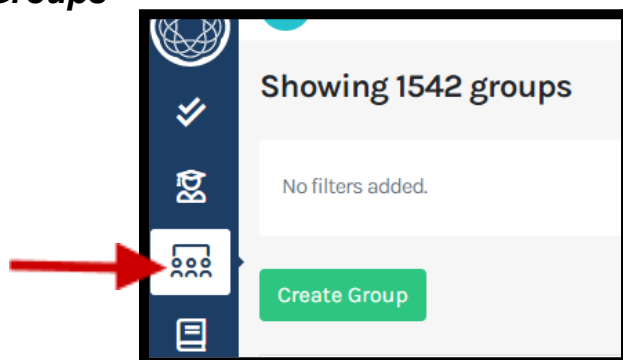
1. Scroll down to the table of topics
2. Make any adjustments to tiers for the student
3. Click **Save**



This screenshot shows the 'Edit Student' pop-up form. At the top, there are sections for 'Attendance/Lateness Concern?' (with radio buttons for Yes, No, Not Specified), 'Mandated Learning Plan *' (with radio buttons for IEP, 504, No Plan), and 'Gifted & Talented' (with radio buttons for Yes, No, Not Specified). Below these is a table with two columns: 'Tier Level' and 'Grade Performance'. The table has rows for 'Reading', 'Math', 'SEL & Behavioral H', 'Writing', 'Speech', 'Science', and 'Social Studies'. A red circle with the number '1' points to the table area. A red arrow points from the 'Math' row's 'Tier Level' dropdown to a list of options: Tier 1 (green triangle), Tier 2 (yellow triangle), Tier 3 (red triangle), Enrichment (blue triangle), Services (grey triangle), and No Tier (purple triangle). A red circle with the number '2' points to the 'Grade Performance' dropdown for the 'Math' row. At the bottom right, there are 'Cancel' and 'Save' buttons. A red circle with the number '3' points to the 'Save' button.

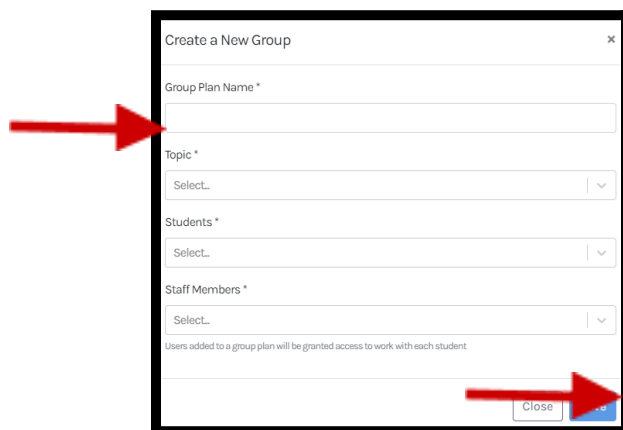
Appendix E Building Intervention Plan in Branching Minds Click Sheet



Step 1: Creating Groups




On the main home page, click on the  icon on the left menu bar. Next, click the  button. This will bring up a pop-up window.



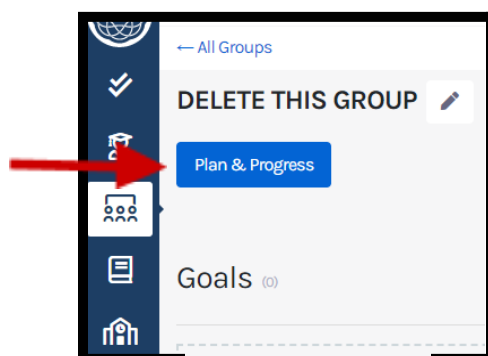
In an effort to ensure that documentation is trackable, groups should be named using the following structure:

Campus_Course_Grade Level_Teacher_Period

Example: CES_Math_Grade 3_Simpson_2

Choose the topic to align with the course. Type the names of the students in the "Students" box who are included in the group and type the names of the teacher(s) and/or staff who will be working with the students in the "Staff Members" box. Click .

Step 2: Setting Goals



Once the group is built, you will need to click the [Plan & Progress](#) link and then click and complete the fields in the pop up screen with the following questions:

[Add Goals & Progress Monitor](#)

- When do you want this goal achieved by? ***What is the duration of the intervention group?***
- What specific skills are you working to improve? ***Use a SMART goal to establish specifically what skill the intervention group is targeting.***
- Students to achieve this goal: ***This should be prefilled.***
- Who will evaluate this goal? ***Select the teacher or staff member who will be working with the group.***
- Will you measure this goal using an assessment? ***To be able to measure progress quantitatively, an assessment must be chosen.***
- Which assessment will you use? What is the goal score for these students?

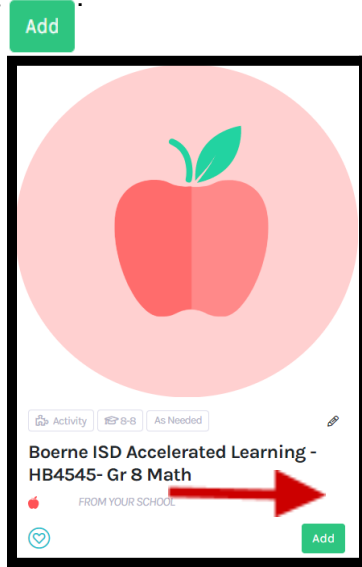
Once an assessment and score is selected, click [Save](#) and the following screen will appear. Select each week of summer school to progress monitor. Double check the goal score and make sure the teacher/staff are selected to progress monitor each week. Click [Save](#).

A screenshot of a 'Progress Monitor Plan' pop-up window. At the top, it says 'Select which weeks you would like to use this assessment'. Below this are two calendar grids for May 2022 and June 2022. A red arrow points to the date '13' in the June 2022 calendar. Below the calendars is a text input field for 'What is the goal score for this student?' with the value '60'. Below that is a 'Specifications' section with a text area. At the bottom is a dropdown menu for 'Who will administer this assessment? *' with 'Brandi Simpson' selected. There are 'Cancel' and 'Save' buttons at the bottom right.

[Add Interventions & Supports](#)

Step 4: Interventions and Supports

Once the group is built and the goals and progress monitors are set, select and
search for the library of interventions. Select the one that serves to meet the goal of the intervention group and
select Add.

A screenshot of a 'Plan Details' form. The title is 'Boerne ISD Accelerated Learning - HB4545- Gr 8 Math'. The form includes fields for 'Start Week *' (05/02/2022) and 'End Week *' (06/13/2022). There are also fields for 'Group size *' (set to 'In a group'), 'Times per week *', and 'Mins per session *'. A 'Delivery Setting' dropdown menu is set to 'Select...'. There is a section for 'Modifications (optional)' with a text area. At the bottom, there is an 'Assign to Staff *' dropdown menu set to 'Select a staff member'. The form has 'Cancel' and 'Save' buttons at the bottom right.

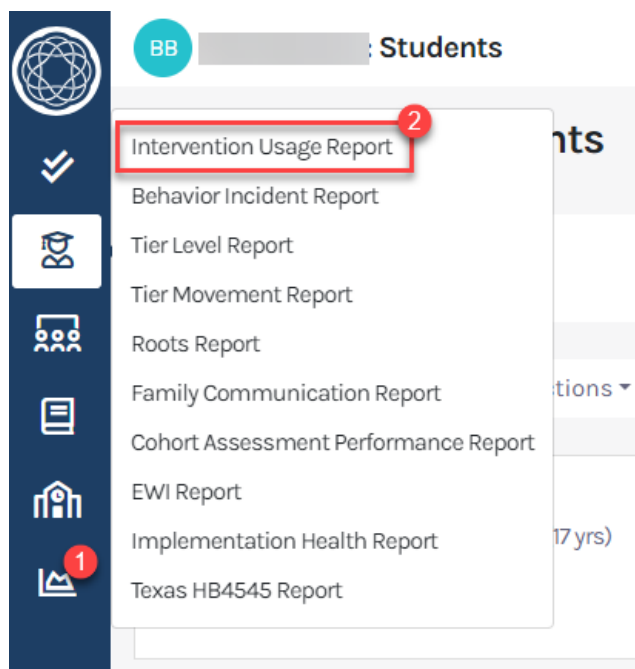
Complete the fields in the pop-up screen with the following information:

- Start Week and the End Week
- Group → size: ***In a group***
- Times per → week: ***Indicate the number of times the student will be seen in the intervention group***
- Mins per session: ***Indicate the number of minutes students are seen in each intervention meeting***
- Delivery setting: ***In Class (Teacher)***
- Assign to Staff: Make sure the teacher is selected.
- Click Save

Appendix F

Branching Minds Intervention Usage Report

The Intervention Usage Report provides ways to generate comprehensive reports on interventions being used by school districts and for students. To get to the Intervention Usage Report, navigate to the Reports icon and select it.



You can generate two types of reports: "By Intervention" and "By Plan." Select the appropriate tab to generate the desired report.

Intervention Usage Report

Plan Started After: 06/27/2022 x

All Schools v All Grades v All Topics v

By Intervention By Plan

Download

Student Name	ID	Grade	School	Support Name	ESSA Evidence Level	Topic	Type	Paid	Mins Delivered	Mins Planned	Assigned to	Misc
Student Name	505866	9th Grade	BOERNE H S	Behavior Contract	Promising	Behavior	Strategy	No	0	120	Mike Livingston	
Student Name	507728	1st Grade	KENDALL EL	Praise/Positive Reinforcement	Research Based	Behavior	Strategy	No	0		Rocio Urban	
Student Name	310026	4th Grade	CIBOLO CREEK EL	Boerne ISD Accelerated Learning-	No Evidence	Math	Activity	No	510	510	MELISSA Stangle	
Student Name	501864	4th Grade	CIBOLO CREEK EL	Boerne ISD Accelerated Learning-	No Evidence	Math	Activity	No	180	180	MELISSA Stangle	

Previous 1 .. 1182 1183 Next

This page contains confidential information.
© 2023 Branching Minds, Inc. All rights reserved.

Report by Plan 1 shows all the interventions and support plans with all their details for each student after a selected date. Please note that this report shows all student plans, whether they were delivered in a group or individually.

To further narrow down your selection and filter by week(s) 2, school, Grade 3 and topic 4 by selecting the appropriate entries at the top.

You can Export the report to a CSV file by clicking the download button 

The By Plan tab shows a row for each student plan, the name of the support used, whether the supports are evidence based, as well as the fidelity of the plans being created. This table can be exported to a CSV file for further reporting outside of Branching Minds. Because the file created may be quite large, a popup notification will state that when the report is done it will be sent to you via email. The downloadable CSV will contain the following columns: Student Name, Student ID, Grade, School, Support Name, ESSA Evidence Level, Topic, Type, Paid, Minutes Delivered, Minutes Planned, and Miscellaneous.

Notes for interpreting the "Report by Student" export:

- For intervention plans tagged to Texas HB1416, the "Miscellaneous" column will display "HB1416," allowing you to easily identify and track interventions associated with this specific tag. For all other intervention plans, the "Miscellaneous" column will remain blank, ensuring clear differentiation between HB1416-related interventions and others.
- "Intervention Planned Minutes" refers to the total number of minutes that have been planned for a particular intervention for the duration of the plan, indicated by plan start and end dates.
- "Intervention Delivered Minutes" refers to the actual number of minutes delivered at the time of the report.

Appendix G

Leveraging Branching Minds Platform Support

Branching Minds offers support built into the platform for both quick answers and extended learning opportunities. The following icons are located on the Side Navigation Bar in Branching Minds.

Branching Minds Chat Feature



Chat Icon-Opens a live chat with the Branching Minds Customer Support Team. Use this feature to get the fastest support within the Branching Minds platform.

Branching Minds Resources Guides



Lifesaver Icon-This takes you to the Branching Minds library of help articles, video tutorials, and archived webinars.

Appendix H

BISD MTSS Quality Assurance Plan 23-24

MTSS, if done with fidelity and using evidence-based interventions, can provide useful data about the level of support a student needs and whether the supports improve student outcomes.

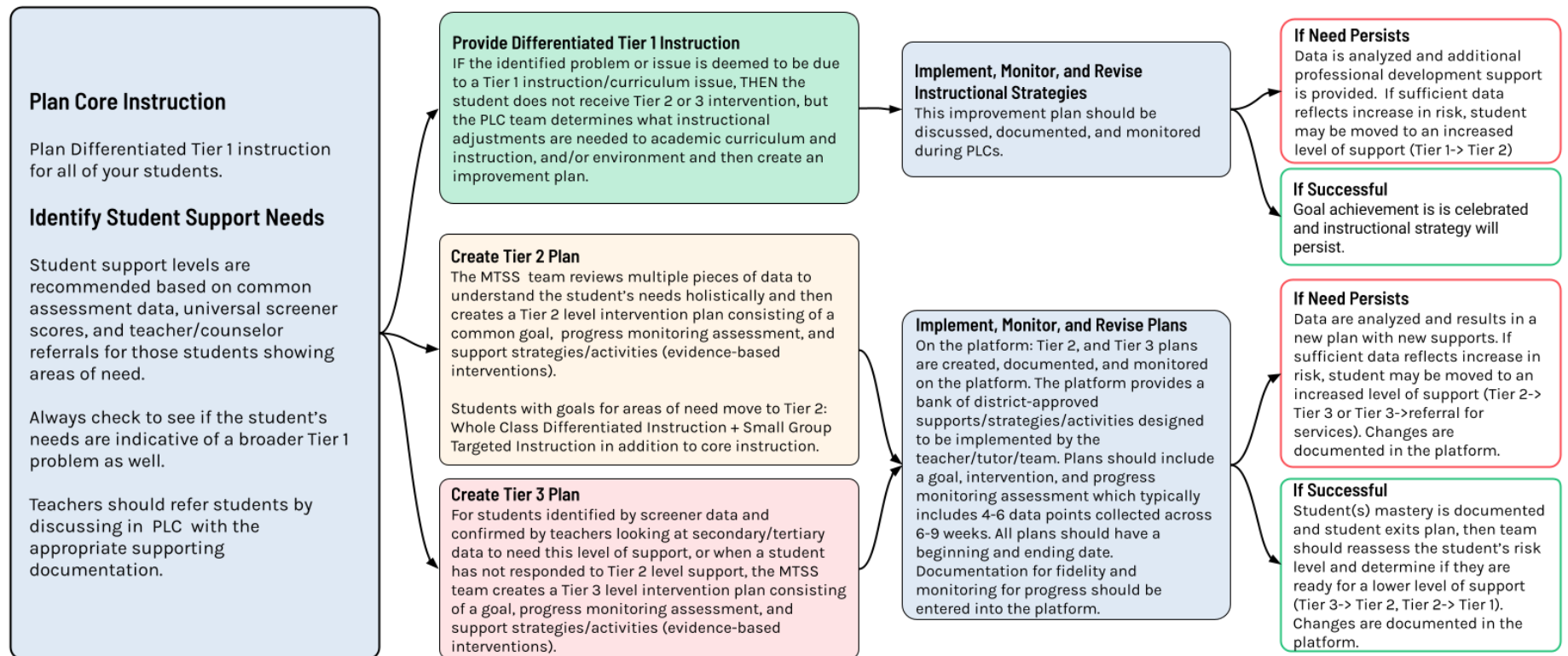
Five Core Components of MTSS

1. Student services are arranged in a multi-tier model.
2. Data is collected to assess student baseline levels and to make decisions about student progress.
3. Interventions are 'evidence-based'.
4. The 'procedural integrity' of interventions is measured.
5. MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time.

MTSS Quality Assurance meetings, campus visits, and quality check templates help your MTSS Team proactively plan, reflect and continuously improve the MTSS program at your campus.

Appendix I

MTSS Flowchart



* Note: Students may be referred to SPED/504 anytime you suspect a disability. You do not have to go through the MTSS Process for referral.

Adapted from: Branching Minds. (2021). *An MTSS Flowchart: Guiding the Intervention Process*. Branching Minds. Retrieved from <https://www.branchingminds.com/blog/an-mtss-flowchart-guiding-the-intervention-process>