

# Routines for Making MTSS Feasible



BRANCHING  
MINDS



Think  
CERCA™

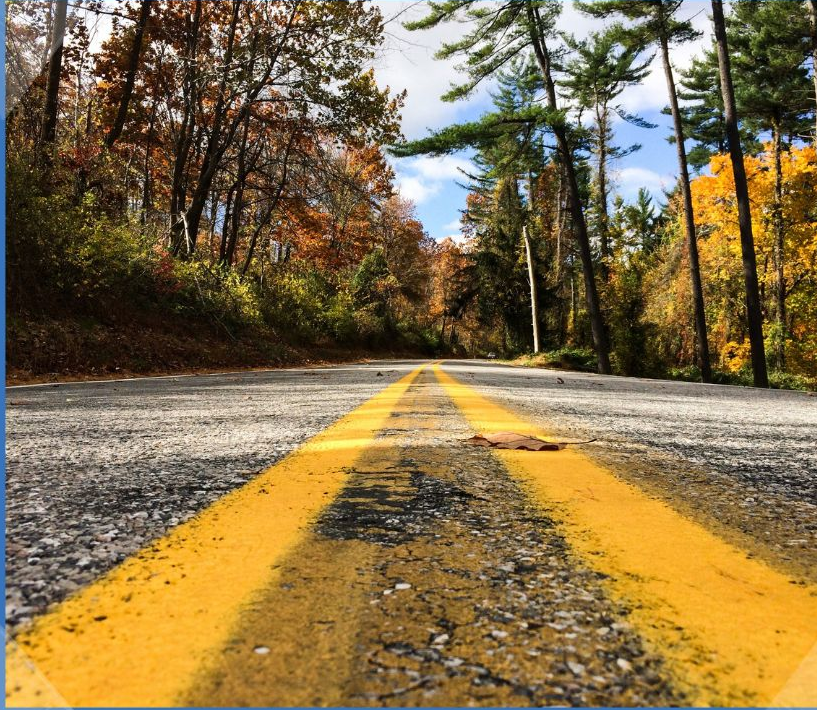


**Dr. Eva Dundas**  
Chief Learning Officer



**Eileen Murphy**  
ThinkCERCA Founder & CEO

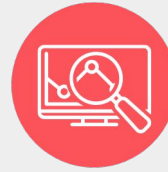




# Agenda



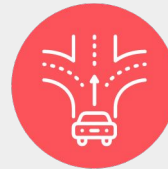
**MTSS Framework and  
Determining Tiered Support**



**Establishing Routines for  
Efficient and Effective Tier 1 & 2**



**Streamlined Practice with  
Branching Minds and ThinkCerca**

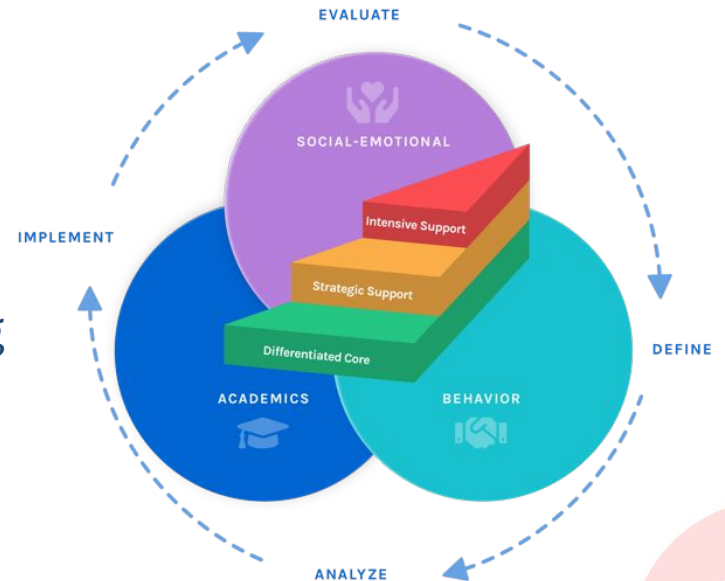


**Q&A**

# Introduction of RTI/MTSS

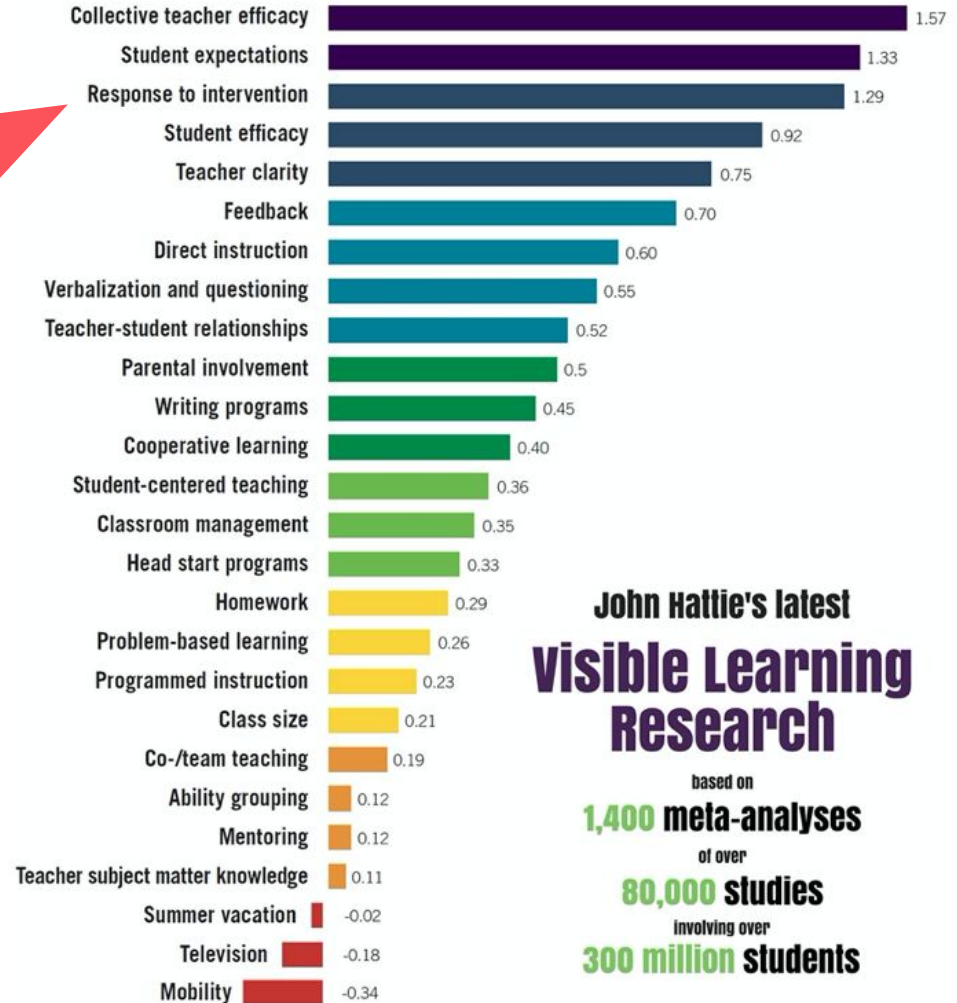
- **Reauthorization of Individuals with Disabilities Education Act (IDEA) in 2004** mandated the adoption of a more systematic, data-driven approach to identifying students for SpEd

☐ **Response to Intervention (RTI):** A Multi-tiered System of Support (MTSS) model that uses data to determine what level of support an individual students needs and if the provided support is being effective



# Effectiveness of RTI/MTSS

- One of the most effective practices for improving student outcomes
- At its core, it's a data-driven, collaborative, systematic, problem-solving framework for decision making

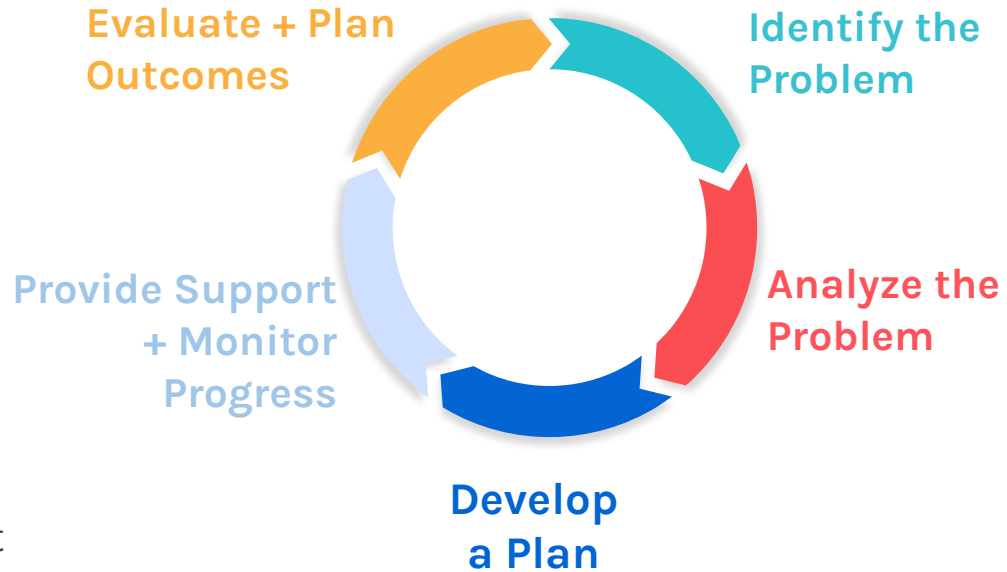


John Hattie's latest  
**Visible Learning  
Research**

based on  
**1,400 meta-analyses**  
of over  
**80,000 studies**  
involving over  
**300 million students**

# MTSS Framework

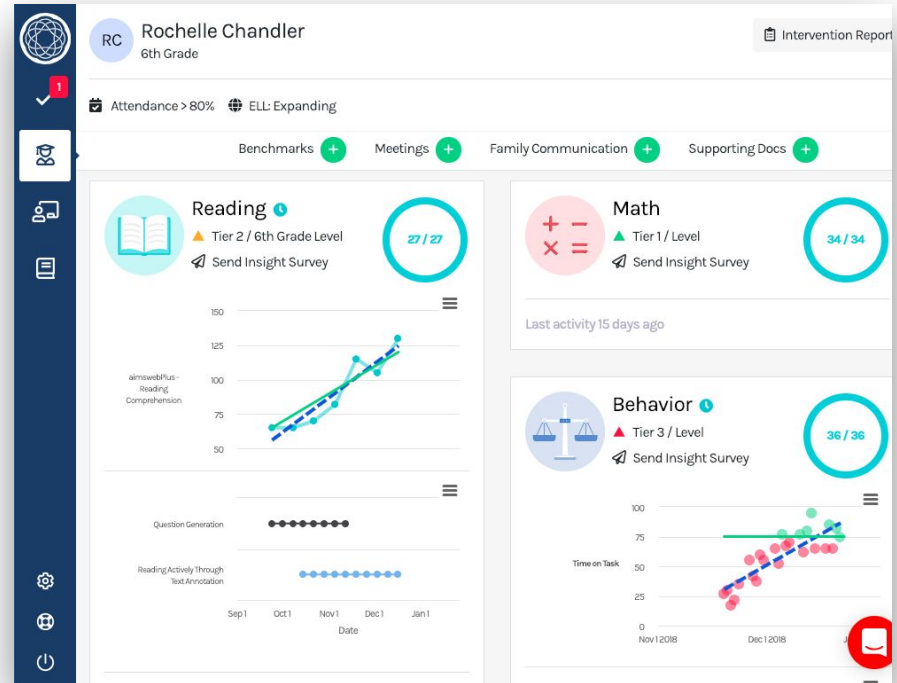
- ❑ Evidence-based core instruction
- ❑ Screening for at-risk students
- ❑ Support plans based on level of student need
- ❑ Continual monitoring of progress
- ❑ Adjustment of plan based on student response and need



# Branching Minds Web Application

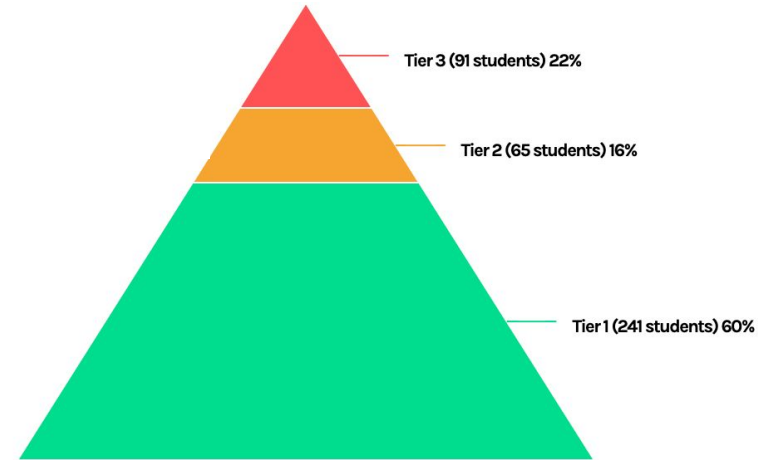
## ➤ Streamline and scaffold MTSS practice

- ❏ Ingest assessment data
- ❏ Use data to ID who needs support
- ❏ Find evidence-based interventions
- ❏ Create academic/behavior/sel plans guided by best practices
- ❏ Monitor implementation and progress
- ❏ Streamline communication across colleagues and families



# Evidence-based Core Instruction

- ❑ Is our core curriculum adequately supporting students?
  - ❑ Are at least 80% of students meeting grade level expectations?
  - ❑ Are students demonstrating growth?





# See performance across schools and grades



## Benchmark Growth Report

NWEA MAP (English) - Reading (Overall)

Fall 2021

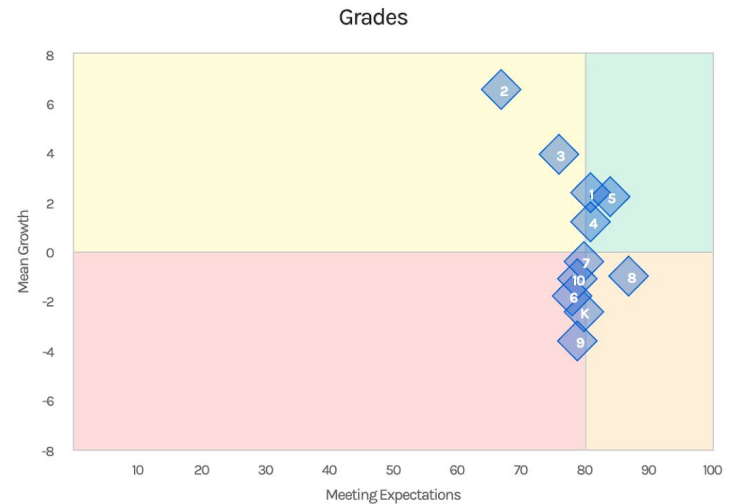
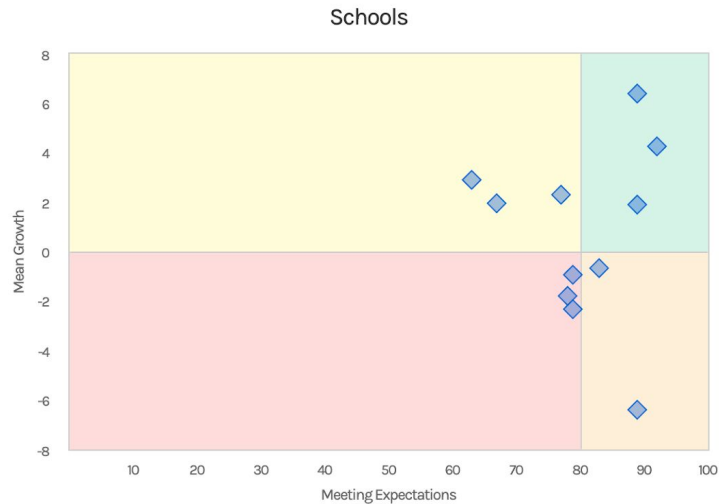
vs

Winter 2021

Growth Overview

Breakdown

### District Level Performance





# Benchmark Cohort Growth

Reading

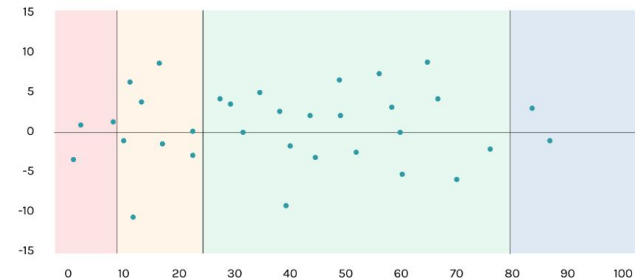
NWEA MAP - Reading

No filters added

Filter

## NWEA Map - Reading

Show in Chart Reading (Overall)



See performance across classes and cohorts

504 Students (5 selected)

Create Group Plan

Student Name	ID	Date	Fall	Winter	Spring	Foundation: Information Information Found:			
			Reading (Overall)	Reading (Overall)	Reading (Overall)				
<input checked="" type="checkbox"/> Jane Cooper	123467	5/7/21	85 / 225	85 / 225	85 / 225	225	225	225	225
<input checked="" type="checkbox"/> Floyd Miles	123467	5/7/21	87 / 230	87 / 231	88 / 234	230	230	230	230
<input type="checkbox"/> Darlene Robertson	123467	5/7/21	80 / 215	80 / 215	80 / 215	213	228	210	212
<input type="checkbox"/> Wade Warren	123467	5/7/21	9 / 155	9 / 155	13 / 170	150	153	182	155
<input checked="" type="checkbox"/> Dianne Russell	123467	5/7/21	14 / 175	14 / 175	14 / 175	123	123	123	123
<input checked="" type="checkbox"/> Guy Hawkins	123467	5/7/21	82 / 220	82 / 220	82 / 220	218	223	220	220
<input checked="" type="checkbox"/> Robert Fox	123467	5/7/21	78 / 200	78 / 200	78 / 200	215	165	210	205

# Screening and Tier Placement



**A GOOD assessment  
given 3x/year**

**Cut scores for tier  
placement**

**Tier placement  
verified**

# Set "cut scores"

Which screener?

NWEA MAP - Math (Overall) ▾

Use \*

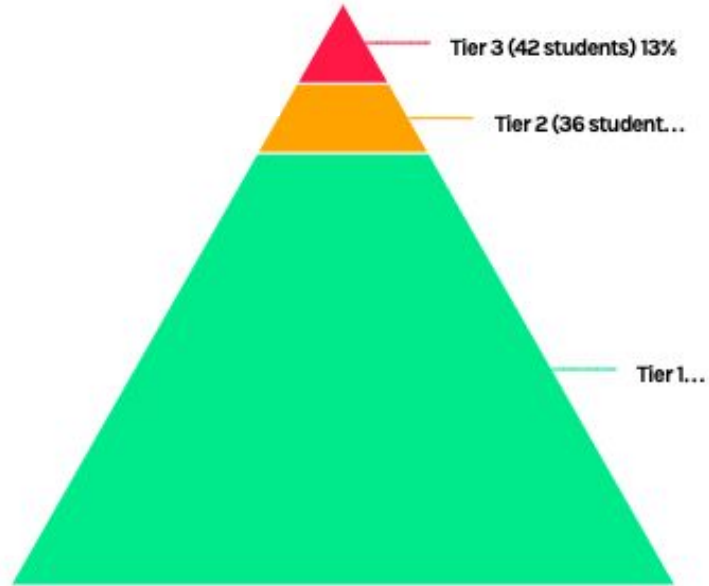
Score  Percentile

Tier 2 Cut Score

25 %

Tier 3 Cut Score

10 %



# The “flipped pyramid”

Which screener?

NWEA MAP - Math (Overall) ▾

Use \*

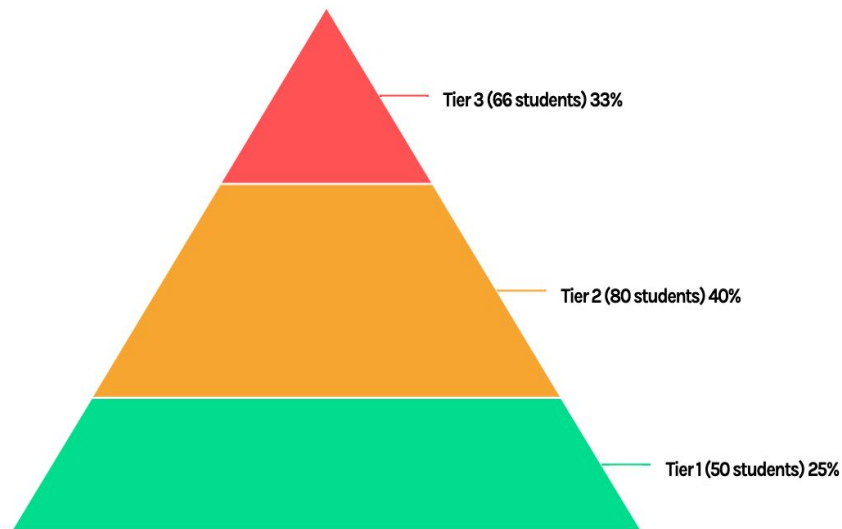
Score  Percentile

Tier 2 Cut Score

25 %

Tier 3 Cut Score

10 %



# MTSS Starts with Ensuring the Best First Instruction

What should students know, understand, and be able to do?

# Deepen Learning Across the Curriculum with ThinkCERCA

## Engage in Inclusive and Authentic Content



Consume Complex  
Information

## Collaborate



Think about it Critically

## Learn and Express Learning



Express your POV  
Effectively

# CERCA Literacy Framework: For Schools and the Districts



for grades 3-12



# Comprehensive Approach to **Literacy Across the Curriculum**



**ELA**



**Social  
Studies**



**Science**



**Math**



Culturally  
Responsive Tier 1  
Curriculum



Speaking and  
Listening Practice



Close Reading  
Instruction



Foundational  
Literacy



Academic Writing  
Instruction



Embedded SEL  
Instruction



Volume Reading

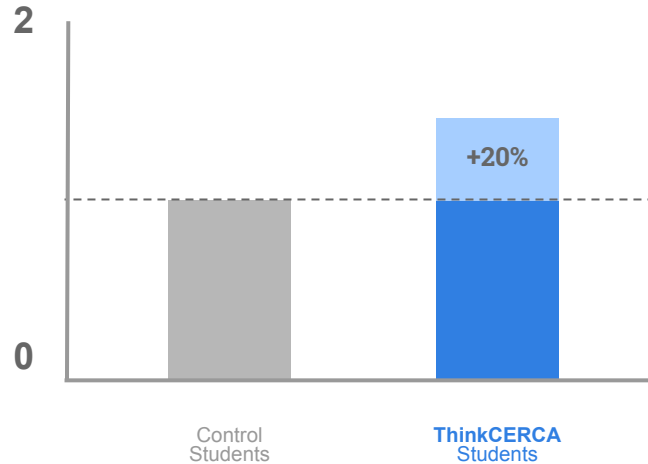
# Top Performer in All Controlled Studies

Compared to 26 Other Products

# 20% Gain in Writing Scores

in as little as 8 weeks of ThinkCERCA usage

Rubric Score

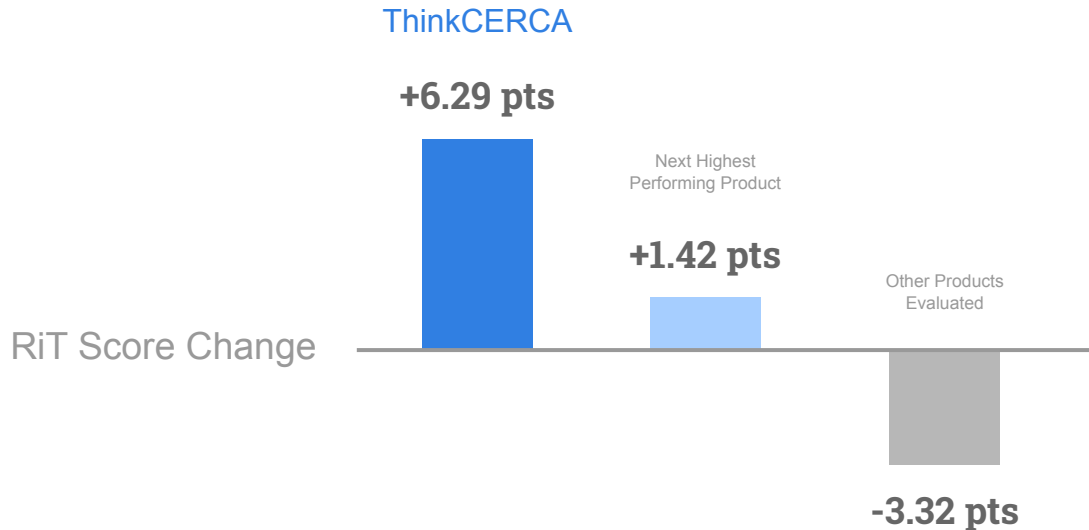


Score Increases by Writing Aspects



# 4x Reading Growth

compared to the next highest performing product on NWEA MAP



An **independent, controlled study** of 26 ed-tech products by LEAP Innovations showed ThinkCERCA helped students achieve an extra year's worth of growth in one school year.  
Source: "Finding What Works: Results from the LEAP Innovations Pilot Network," 2014-2015.

# Making MTSS Doable

How do systems and routines allow for personalization?

LIBRARY

# Curriculum Library

**Four Subjects:** ELA, Science, SS, Math

Differentiated for **grades 3-12**

**Thematic and topical** units for easy curricular connections

Growing library of **engaging curriculum lessons**

The screenshot shows a web interface for a Curriculum Library. At the top, there are navigation tabs for 'Classes', 'Curriculum', and 'Reports', with 'Curriculum' selected. A user profile for 'Dana Jones' is visible in the top right. Below the navigation, there are subject filters for 'Grade 8 English', 'Social Studies', 'Science', and 'Math', with 'Grade 8 English' selected. A search bar labeled 'Search for a lesson' is on the right. The main content is divided into two sections: 'Scope and Sequence' and 'Themes'. The 'Scope and Sequence' section features a large blue box for 'Core Curriculum' (A full year scope and sequence) and four smaller blue boxes for 'Writing Arguments', 'Writing Narratives', 'Writing Informative Texts', 'Reading Informational Texts', and 'Reading Literature'. The 'Themes' section displays a grid of 12 thematic cards, each with a representative image and a title: Policy & Debate, Catalysts for Change, Communication, Culture, Environment & Nature, Family & Relationships, Freedom & Inequality, Global Conflict, Individuals & Communities, Money & Needs, Overcoming Adversity, and Technology & Society.

LIBRARY: Growing Library of Skills Lessons

# Personalized Learning

Full coverage of **all reading and writing standards**

“Bite-sized” skills lessons

Continuum of **skills and knowledge** for all levels

The screenshot displays a user interface for a digital learning platform. At the top, there is a navigation bar with icons for 'Classes', 'Curriculum', and 'Reports', and a user profile for 'Dana Jones'. Below the navigation bar, a breadcrumb trail shows 'Back to Skills by Strand'. The main content area is titled 'Purpose of Arguments' and includes two buttons: '+ Add to Planner' and 'Assign'. A horizontal progress bar below the title shows a continuum of difficulty levels from 'Less Challenging' to 'More Challenging', with 'Grade 8 Level' highlighted in yellow. The lesson content for 'Grade 8 Level' includes a 'Preview' button, a description of the learning objective, the format of the lesson, and the associated standards (CCC.2.3.4).

Classes Curriculum Reports Dana Jones

◀ Back to Skills by Strand

Purpose of Arguments + Add to Planner Assign

Less Challenging Grade 8 Level More Challenging

Grade 8 Level  
Purpose of Arguments

Preview

Students will learn what an argument is and how writers assert a position based on a particular point of view about a topic. Students will also learn that arguments state a claim that is supported by relevant, credible evidence and sound reasoning.

**Format**  
Students independently learn a skill through interactive practice and quiz questions.

**Standards**  
CCC.2.3.4

# Sample Routines for a 90 Block Period with Reading

SKILLS FOCUS	CLOSE READING AND WRITING LESSON + VOLUME READING			
Session 1 90 minutes	Session 2 90 minutes	Session 3 90 minutes	Session 4 90 minutes	Session 5 90 minutes
<p><b>Goal Setting</b></p> <p>Direct instruction Lesson Check your Comprehension</p> <p>Overview and Connect</p> <p>Vocabulary and Foundational Literacy Routines</p>	<p><b>Close Reading</b></p> <p>Shared Reading</p> <p>Multiple Choice</p> <p>Highlighting and Annotating</p>	<p><b>Summarizing</b></p> <p>Planning</p> <p>Peer Collaboration</p> <p>Additional Reading Practice</p>	<p><b>Final Drafting</b></p> <p>Conferencing</p> <p>Silent Sustained Reading</p> <p>Skills Lesson</p>	<p><b>Final Drafting</b></p> <p>Conferencing</p> <p>Discussion</p> <p>Reading Skills Practice/ Catch-Up Time</p>
<p>Goal Setting</p> <p>Cornell Notes</p> <p>Finding Purpose for Learning</p> <p>Think-Pair-Share</p>	<p>Read w/SEL (Optional)</p> <p>Test-Prep Strategy: Prediction (Optional)</p>	<p>Pre-Writing Discussion (Optional)</p> <p>Peer Editing (Optional)</p>	<p>Inquiry to Research (Optional)</p>	<p>Discussion Routines (Optional)</p> <p>Informed Action (Optional)</p>

[See our 9th Grade Course Starter Kit Sample](#)



# Sample Week in 45-Minute Block Routines

SKILLS FOCUS	CLOSE READING AND WRITING LESSON + VOLUME READING			
Session 1 45 minutes	Session 2 45 minutes	Session 3 45 minutes	Session 4 45 minutes	Session 5 45 minutes
<p><b>Goal Setting</b></p> <p>Direct instruction Lesson Check Your Comprehension</p>	<p><b>Overview and Connect</b></p> <p>Vocabulary and Foundational Literacy Routines</p>	<p><b>Close Reading</b></p> <p>Shared Reading</p> <p>Multiple Choice</p> <p>Highlighting and Annotating</p>	<p><b>Summarizing</b></p> <p>Planning</p>	<p><b>Final Drafting</b></p> <p>Conferencing</p> <p>Skills Lessons</p> <p>Goal Reflection</p>
<p><b>Goal Setting</b></p> <p>Cornell Notes</p>	<p><b>Finding Purpose for Learning</b></p> <p>Think-Pair-Share</p>	<p><b>Read w/SEL-focused Pause and Reflect (Optional)</b></p> <p><b>Test-Prep Strategy: Prediction (Optional)</b></p>	<p><b>Pre-Writing Discussion (Optional)</b></p> <p><b>Peer Editing (Optional)</b></p>	<p><b>Discussion Routines (Optional)</b></p> <p><b>Informed Action Routines (Optional)</b></p>

# Sample Two-Week in **20-Minute** Block Routines (Wk 1)

SKILLS FOCUS	Language, Vocabulary, and Background Knowledge			
Session 1 20 minutes	Session 2 20 minutes	Session 3 20 minutes	Session 4 20 minutes	Session 5 20 minutes
Goal Setting	Direct instruction Lesson Check Your Comprehension	Vocabulary and Foundational Literacy Routines	Overview and Connect	Close Reading
Goal Setting	Cornell Notes		Finding Purpose for Learning Think-Pair-Share	Pause and Reflect (SEL)

# Sample Two-Week in 20-Minute Block Routines (Wk 2)

SKILLS FOCUS	Prewriting, Planning, Drafting, Revising, Editing			
Session 1 20 minutes	Session 2 20 minutes	Session 3 20 minutes	Session 4 20 minutes	Session 5 20 minutes
Multiple Choice	Highlighting and Annotating	Summarizing Planning  Conferencing	Drafting  Conferencing	Final Drafting/Editing  Skills Lessons Conferencing Goal Reflection
Test-Prep Strategy: Prediction (Optional)		Pre-Writing Discussion (Optional)	Pre-Writing Discussion (Optional) Peer Editing (Optional)	Discussion Routines (Optional) Informed Action Routines (Optional)

# Editable CERCA Slides Routines

Use Routines in Teacher-Led or  
Centers-Based Instruction

(Makes transitions to and from remote learning easy!)

# CERCA Slides Routines in Action

[SAMPLE]

(20 Minutes)



Vocabulary and Skills  
Development



Drafting and  
Collaboration



Overview and Connect



Editing and  
Personalized Learning



Close Reading



Conferencing



# Vocabulary and Skill Development

Work on discipline-specific  
vocabulary acquisition and  
foundational literacy.



Your kids go here! Replace  
this image!





You are in preview mode. Your work will not be saved if you leave or refresh this page.

### The Short "o" Sound

In the Beginning	In the Middle
 Otter	 Hot
 Odd	 Top
 Off	 Not
 On	 Strong

# /b/

12

0:14 / 0:16    2 of 12  [Start Quiz!](#)



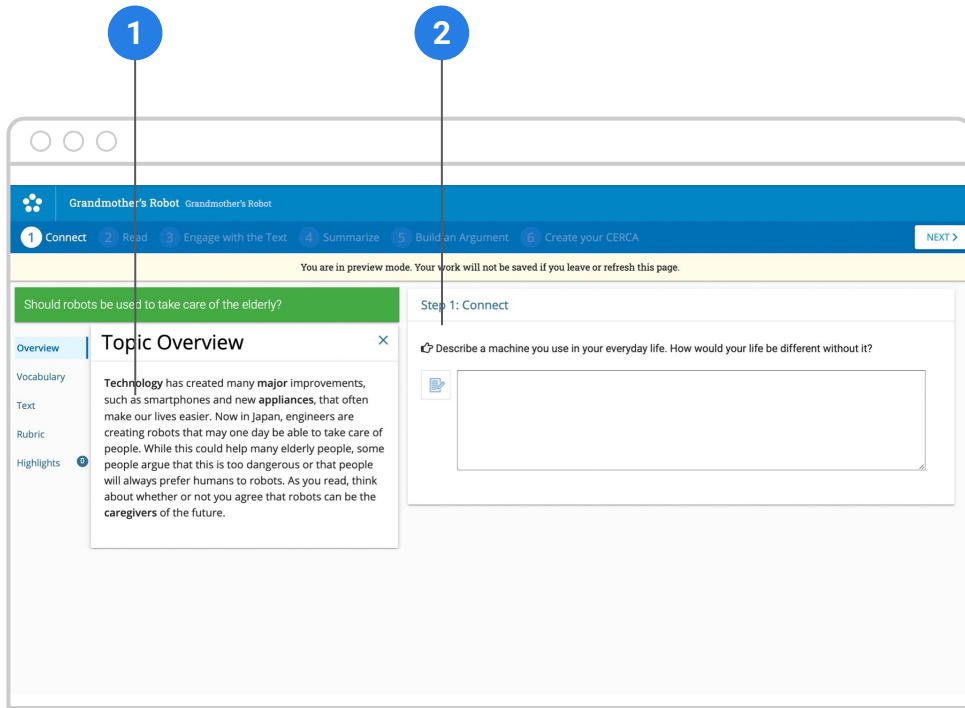
# Overview and Connect

Ask questions, retrieve  
background knowledge, and make  
personal connections.



**Your kids go here! Replace  
this image!**





[View in ThinkCERCA](#) [Open Student Guide](#)

# Step 1

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Read Topic Overview
2. Complete Connect Quick Write
- 3.
- 4.

## Student Guide

1. Complete Finding Your Purpose for Learning
2. Complete Think-Pair-Share
- 3.
- 4.



# Close Reading

Engage in close reading of the text.



Your kids go here! Replace this image!

1

2

Grandmother's Robot

1 Connect 2 Read 3 Engage with the Text 4 Summarize 5 Build an Argument 6 Create your CERCA

You are in preview mode. Your work will not be saved if you leave or refresh this page.

Should robots be used to take care of the elderly?

Step 2: Read

Read the passage and check your comprehension.

1 Which statement best expresses the main idea of this article?

A. Robots are very helpful new machines.

B. There are more and more elderly people in Japan.

C. In Japan, robots may be used to take care of elderly people.

D. Japan is known for its clever robots that can do many things.

2 What reason in the article best supports the claim that robots can be dangerous for the elderly?

Overview

Vocabulary

Text

Rubric

Highlights

**Grandmother's Robot**

By ThinkCERCA

Grandmother Ono has three children and two grandchildren. The problem is, they live far away in the city. Grandmother Ono still lives in the Japanese countryside where she grew up. But she is old now, and it's harder to live alone. Her **vision** is poor, and she often forgets things.

Traditionally, **elders** in Japan depended on their families to take care of them. Now that's changing. Grandmother Ono is only one of the rapidly growing number of people over 65 years old in Japan. 20% of people in Japan are over the age of 65. The elderly there will soon make up almost a third of the **population**. With so many **seniors**, there are not enough nurses and **caregivers** to go around.

So how about a robot for Grandmother Ono?

Japan is known for its clever robots. They can grasp and pick things up. Some talk and play games. Others serve breakfast in bed. Robots can lift elderly people out of bed and help them into a bathtub. They can also help people balance as they walk. One robot can even transform from a bed to a wheelchair. As advancements in robot technology increases, it's

[View in ThinkCERCA](#) [Open Student Guide](#)

## Step 2

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Read Selection
2. Check Your Comprehension
- 3.

### Student Guide

1. Complete Asking Questions of Text
2. Complete Pause and Reflect
3. Prediction
- 4.

1

The screenshot shows the ThinkCERCA interface. At the top, a navigation bar contains six steps: 1. Connect, 2. Read, 3. Engage with the Text (highlighted), 4. Summarize, 5. Build an Argument, and 6. Create your CERCA. Below the navigation bar is a yellow warning: "You are in preview mode. Your work will not be saved if you leave or refresh this page." The main content area is split into two columns. The left column shows a video player for "Grandmother's Robot" with a play button and a 0:00 timer. The right column is titled "Step 3: Engage with the Text" and contains instructions: "As you analyze the text, you will be gathering evidence that will help you develop a response to the CERCA question:" followed by a green highlighted question: "Should robots be used to take care of the elderly?". Below this, it says "Reread the article." and provides instructions: "Use aqua to highlight reasons why robots are able to take care of the elderly. Add notes about how this could help society." and "Use pink to highlight reasons why robots are not the best caregivers for the elderly. Add notes about why robots are not as good as people at this job." At the bottom, it says "Select a color to begin highlighting" with two buttons: "AQUA" and "PINK".

[View in ThinkCERCA](#) [Open Student Guide](#)

## Step 3

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Highlight and Annotate the Text
- 2.
- 3.
- 4.

### Student Guide

- 1.
- 2.
- 3.
- 4.

1

The screenshot shows a web browser window with the ThinkCERCA interface. At the top, a blue navigation bar contains the text "Grandmother's Robot" and a series of numbered steps: 1 Connect, 2 Read, 3 Engage with the Text, 4 Summarize (highlighted), 5 Build an Argument, and 6 Create your CERCA. Below the navigation bar is a yellow warning bar that reads "You are in preview mode. Your work will not be saved if you leave or refresh this page." The main content area is split into two panes. The left pane, titled "Grandmother's Robot" by ThinkCERCA, displays a reading passage about elderly care in Japan. The right pane, titled "Step 4: Summarize", contains instructions: "Summarize the selection in a few sentences. The sentence frames can help you." Below the instructions are two sentence frames: "In Japan, there are more and more people who \_\_\_\_." and "To solve this problem, people are turning to \_\_\_\_." followed by "Robots can \_\_\_\_." and a large empty text box for the student's response. A blue circle with the number "1" is positioned above the "Summarize" step in the navigation bar, with a vertical line pointing to the "Summarize" instruction in the right pane.

[View in ThinkCERCA](#) [Open Student Guide](#)

## Step 4

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Summarize the Reading

2.

3.

4.

### Student Guide

1.

2.

3.

4.



# Drafting and Collaboration

Develop speaking and listening skills, and support each other in writing skills.



Your kids go here! Replace this image!

1

The screenshot shows the ThinkCERCA interface for the article "Grandmother's Robot". The navigation bar at the top indicates the user is in Step 5: Build an Argument. The main content area is divided into two columns. The left column displays the article text, and the right column shows the "Step 5: Build an Argument" interface. The article text discusses the challenges of elderly care in Japan and the potential of robots. The right column features a text editor with the question "Should robots be used to take care of the elderly?" and a "Claim" input field with a placeholder text: "Write an opinion or position in response to the question. Example: 'Schools should be required to recycle.'" There is also an "ADD YOUR CLAIM" button.

[View in ThinkCERCA](#) [Open Student Guide](#)

## Step 5

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Build Your Argument
- 2.
- 3.
- 4.

### Student Guide

1. Complete Pre-Writing Discussion
- 2.
- 3.
- 4.



# Editing and Personalized Learning

Engage in self-paced learning and targeted skill development, independent volume reading, and catch-up.



Your kids go here! Replace this image!



1

2

Grandmother's Robot

1 Connect 2 Read 3 Engage with the Text 4 Summarize 5 Build an Argument 6 Create your CERCA

← BACK SUBMIT ASSIGNMENT

You are in preview mode. Your work will not be saved if you leave or refresh this page.

Should robots be used to take care of the elderly?

Step 6: Create your CERCA

Use your Argument Builder to write a CERCA that answers the CERCA question:

Should robots be used to take care of the elderly?

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.

NEED HELP GETTING STARTED?

## Step 6

[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Create Your CERCA
- 2.
- 3.
- 4.

### Student Guide

1. Complete Peer Editing Activity
2. Inquiry to Research
3. Roundtable Discussion

[View in ThinkCERCA](#) [Open Student Guide](#)



# Conferencing

Use 1:1 and small group time with a teacher for additional support.



**Your kids go here! Replace this image!**

# Student Goal-Setting Resources

Help students own their growth!

**Set Goals and Reflect  
on Progress**

# ThinkCERCA's Two-Week Goal-Setting Cycle (Sample 1)

Start with the End in Mind: "I want to improve my writing."

Quality Goal-Setting	Plan	Why
Specific	I want to improve two areas of writing benchmarks.	I understand where I got lower scores and I feel like I could work on those.
Measurable	I got a 3 in two areas	I can move those to 4 or 5.
Actionable	I have other assignments coming up so I can get help on these.	I can see my teacher as I am drafting.
Realistic	This is really specific, so I should be able to do it.	I think this is small enough that I could concentrate and get it done.
Timely	Since we're working on this in class it will help my grades too..	We will have class time for working on writing.

# ThinkCERCA's Two-Week Goal-Setting Cycle (Sample 2)

Start with the End in Mind: "I want to like reading more."

Quality Goal-Setting	Plan	Why
Specific	I want to find readings I enjoy.	I don't want to feel overwhelmed when I have to read for school.
Measurable	I want to read 25 pages per week.	If I could read 25 pages per week, I would be keeping up with most of my homework.
Actionable	I can read for school work or find readings I like.	If I read during class, I can do better in my other classes.
Realistic	I can focus on 5 pages per day.	I think I can sit and read for 20 minutes if I am comfortable.
Timely	Focusing on reading will help me get better grades in all my classes.	I want to start the year with better grades so I don't get stressed out.

# ThinkCERCA's Two-Week Goal-Setting Cycle [Editable]

Start with the End in Mind: xxx		
Quality Goal-Setting	Plan	Why
Specific	xxx	xxx
Measurable	xxx	xxx
Actionable	xxx	xxx
Realistic	xxx	xxx
Timely	xxx	xxx

# ThinkCERCA's Two-Week Goal-Setting Reflection

What was your goal?:		
Quality Goal-Setting	Reflection	Reflection Questions
Specific	xxx	Was the goal specific enough?
Measurable	xxx	Did you achieve the measurable goal?
Actionable	xxx	Were you able to do the action you planned?
Realistic	xxx	Was it realistic?
Timely	xxx	Was it achievable in the given time frame?

On a scale from 1-10 (1 is nah, 10 is awesome), how are you feeling about goal as a success strategy that works for you?:



**Build Relationships and  
Personalize Learning  
with 1:1s**

# Previewing Our 1:1 Check-Ins

1. How are you? How is everything going? How are you feeling?
2. How are you doing on your goals for this cycle?
3. What were your glows this past 2 weeks? Accomplishments, big or small? High fives?
4. What were your grows or areas where you have more work to do?
5. Did you encounter any obstacles this past couple of weeks? Let's look at this obstacle through the "5 Whys" questioning technique to figure out how we can tackle it. We'll ask "Why?" 5 times to figure out the root cause of the problem.
6. How does this cycle make you think about planning your next cycle?
7. How are you feeling about your progress overall?
8. What additional help might you need from various adults in your life to be successful?

**Help Students  
Celebrate Success!**

# Celebrating Success

By the end of the year, what would you like to accomplish?: XXX

**Consider**

**Specific Description**

What are you most proud of so far?

---

Do you feel like a more effective learner than when you began these cycles? Why? In what way?

---

What are the best learning conditions for you?

---

What is an obstacle for you as a learner? Have you tried any effective strategies to overcome them? What made them effective?

---

What is helpful for adults around you to understand about you as a person and a learner?

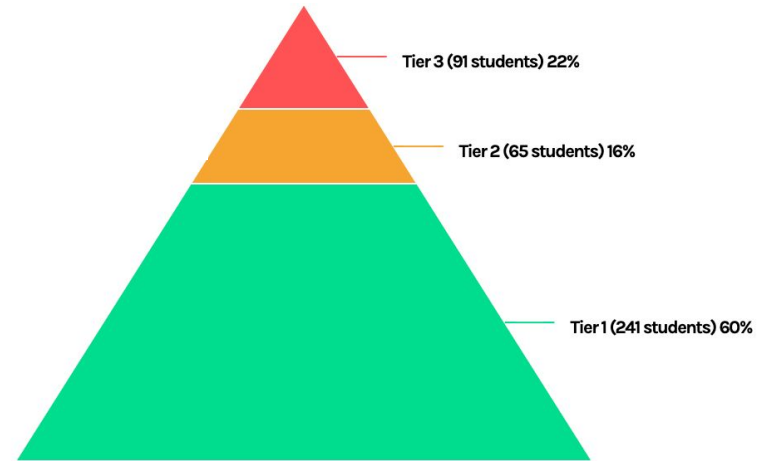
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The background is a solid blue color with a pattern of white geometric shapes. These shapes consist of small circles (dots) and thin white lines connecting them, forming various abstract, interconnected patterns that resemble a network or a constellation. The text is centered in the middle of the image.

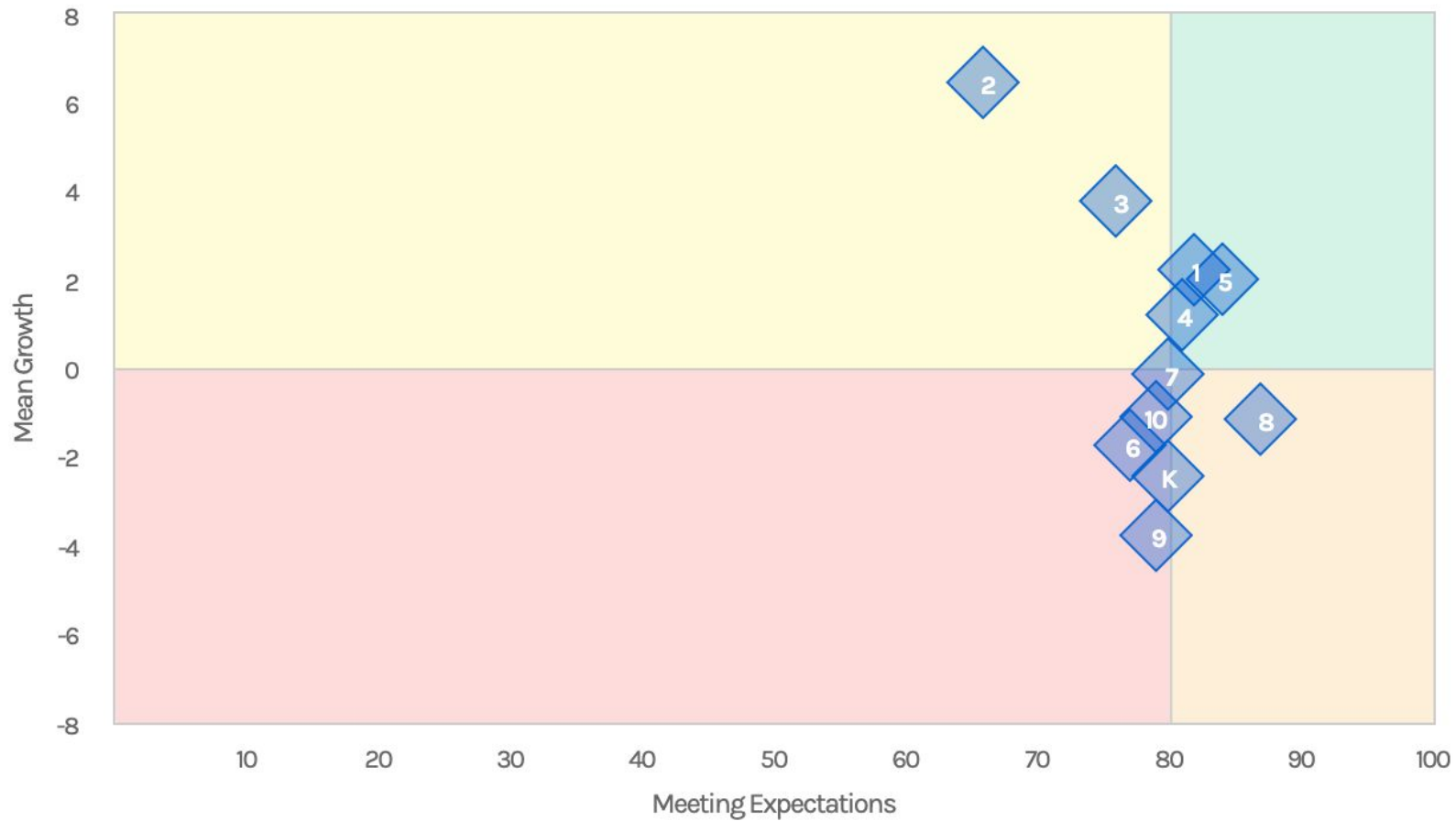
# Action plan and guiding questions

# Guiding Questions

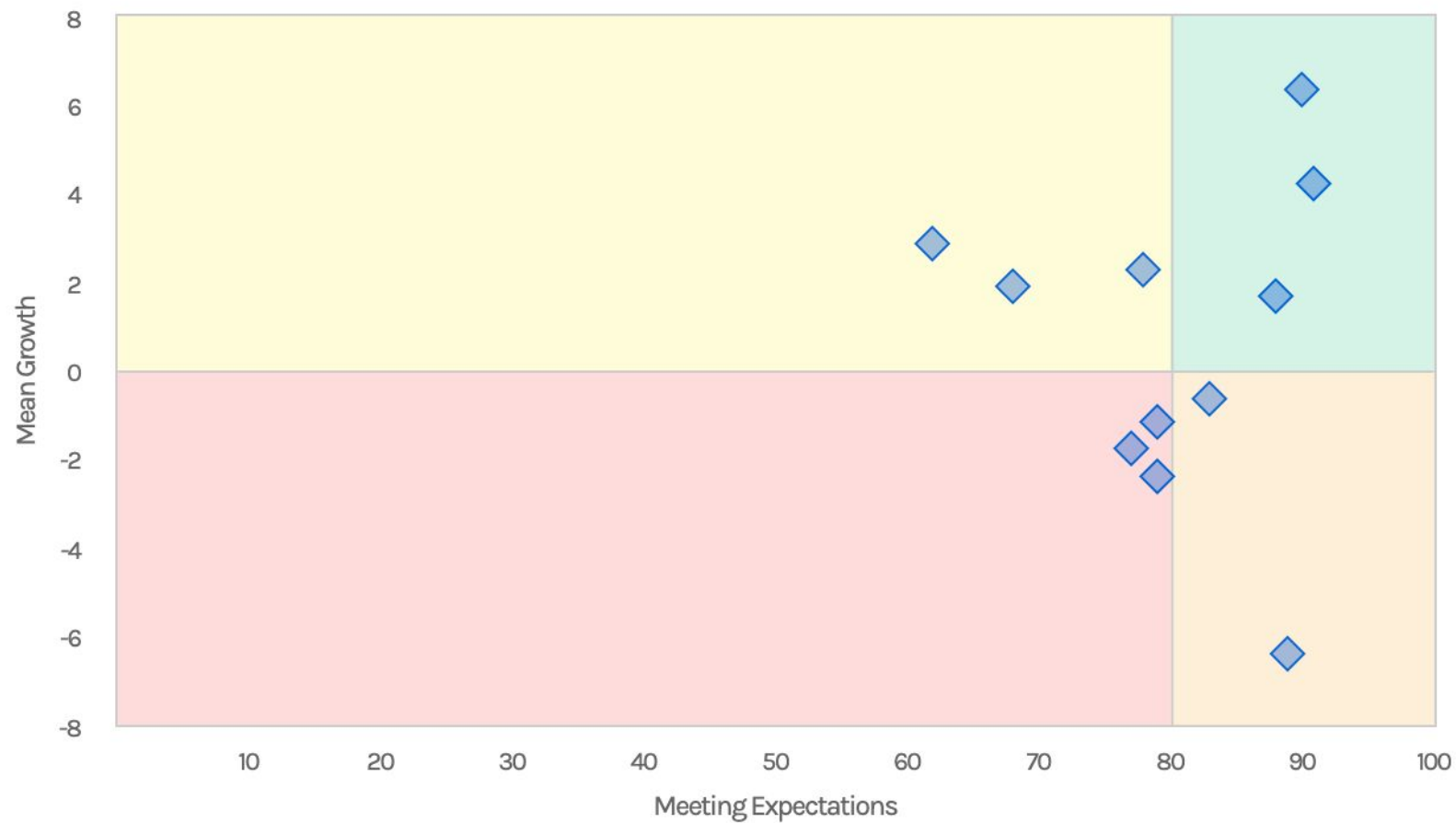
- ❑ Is our core curriculum adequately supporting students?
- ❑ Are at least 80% of students meeting grade level expectations?
- ❑ Are students demonstrating growth?



# Grade Levels



# Schools







# Benchmark Growth Report

Current Grade Level	All Grades	K	1	2	3	4	5
All Schools	79% +0.57	80% -2.43	81% +2.39	67% +6.58	76% +3.94	81% +1.21	84% +2.24
Elementary A	77% +2.30	88% +5.19	78% -2.15	67% +4.37	57% -2.03	83% +4.11	89% +4.13
Elementary B	89% +1.91	95% -0.10	86% +0.64	69% +5.54	94% +3.89	89% +1.68	94% -0.34
Elementary C	63% +2.90	52% -4.52	62% +2.68	65% +9.47	56% +7.72	74% +1.26	67% +3.07
Elementary D	89% +6.39	-	93% +7.11	82% +10.36	87% +11.87	83% -2.13	100% +7.15
Elementary E	67% +1.96	76% -5.33	79% +1.56	50% +6.56	53% +3.40	67% +5.15	73% +2.15
Elementary F	92% +4.27	100% -0.50	96% +6.56	78% +8.03	91% +4.24	94% +2.31	94% +4.06

Drill down to  
grade level  
performance at  
each school

# Guiding Questions

- ❑ What are we doing to make it better?
  - ❑ Based on the data, where can we improve?
  - ❑ What is our SMART goal?
    - ❑ Specific
    - ❑ Measurable
    - ❑ Attainable
    - ❑ Relevant
    - ❑ Time-bound

# SCHOOL LEADERS NOW WHAT?

## RTI/MTSS ACTION PLAN WORKSHEET

Develop  
a plan

Goal	Measures of Success/Change	Persons responsible/ impacted	Support Activities	Timeline
Increase the percent of 3rd and 5th graders who are meeting grade level expectations in reading	% of students meeting expectations will increase by 15%	Principal and Reading Specialist	<ol style="list-style-type: none"><li>1. Strengthen the quality of core instruction by evaluating fidelity of implementation and providing coaching to all teachers.</li><li>2. Monitor minutes delivered for PathBlazer to ensure students are receiving adequate time</li><li>3. Provide classroom support and coaching to new teacher to them develop classroom management and organizational skills</li></ol>	Winter SY 2021-2022

# Guiding Questions

- ❏ Is our core supporting students equitably?
  - ❏ Are there differences in the percent of students meeting expectations across demographic groups?
  - ❏ Is there a difference in the overall growth between demographic groups?

Compare percent of students receiving only core instruction across demographics

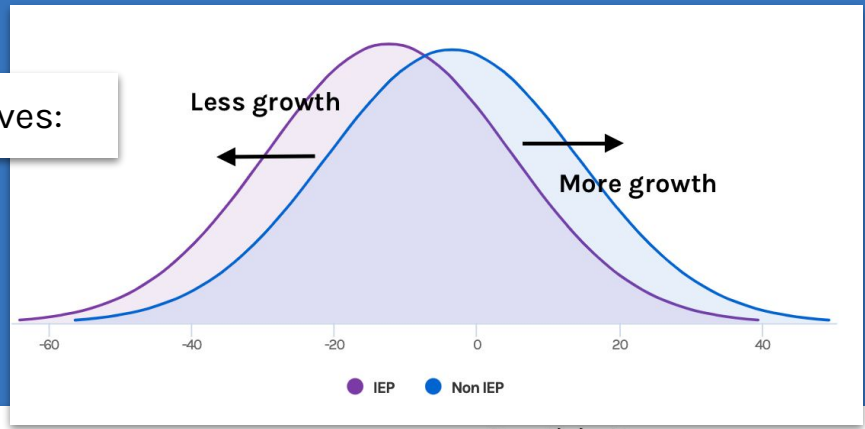


## Tier Level Report

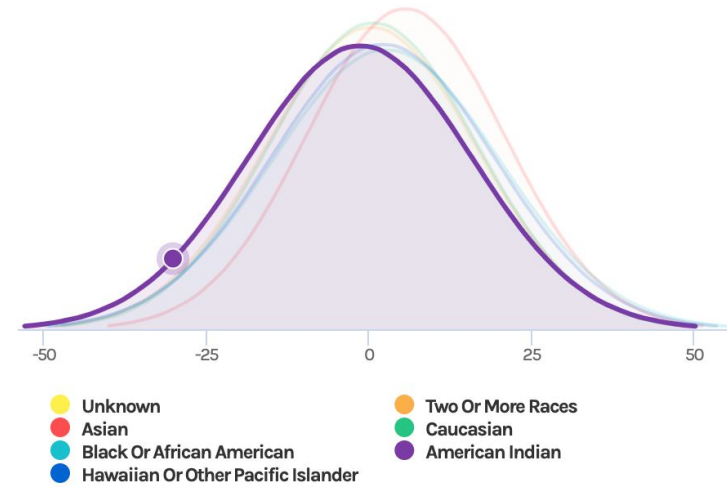
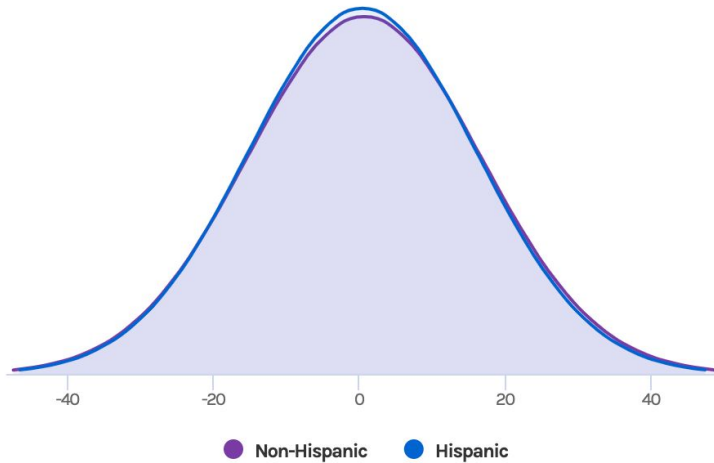
Tier %	Demographic	# Tier 1	# Tier 2	# Tier 3	# With IEP	Total
<b>Total</b>						
	All Students	2396	273	138	682	376
<b>Gender</b>						
	Male	1178	164	94	444	198
	Female	1218	109	44	238	1778
<b>Race</b>						
	Unknown	0	0	0	0	0
	Two Or More Races	107	19	10	42	196
	Asian	24	0	0	7	36
	Caucasian	2164	236	117	597	334
	Black Or African American	51	7	4	14	86
	American Indian	46	10	7	21	96

# Compare growth across demographic groups

Example Growth Curves:



Growth by Ethnicity



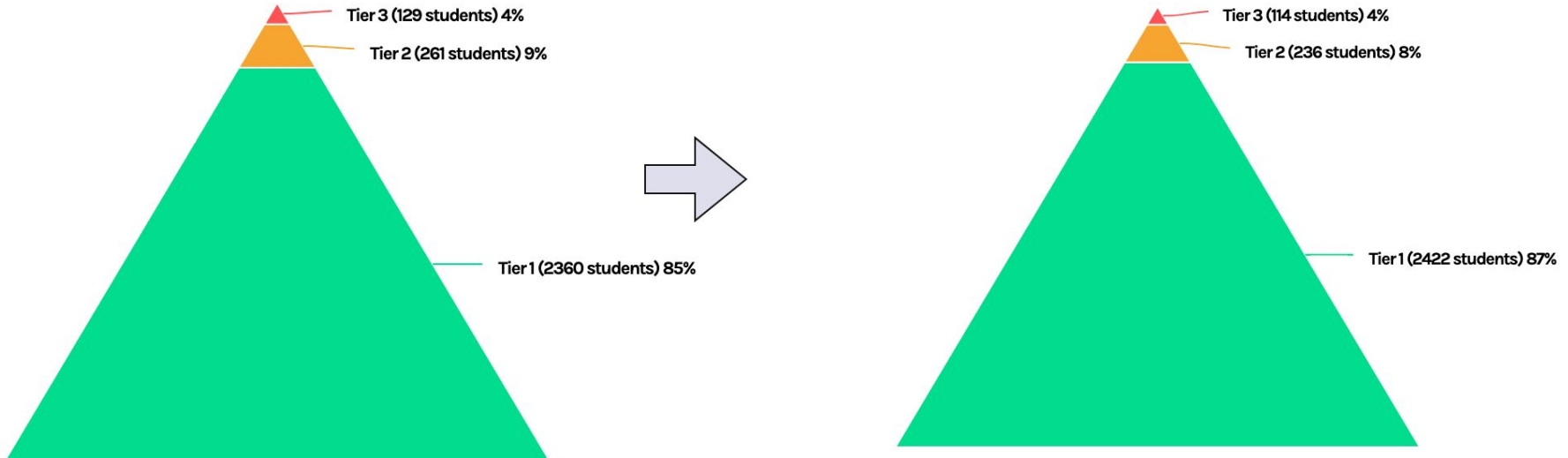
# Guiding Questions

- What are we doing to make it better?
  - Based on the data, where can we improve?
  - What is our SMART goal?

Goal	Measures of Success/Change	Persons responsible/ impacted	Support Activities	Timeline
Improve rate of growth for Native American students	Native American students will demonstrate positive growth at equivalent rates to other race groups	District Leadership	<ol style="list-style-type: none"><li>1. Evaluate curriculum for cultural responsiveness for Native American students</li><li>2. Work with teachers to develop culturally responsive instructional strategies</li></ol>	Spring SY 2020-2021  Winter SY 2021-2022

# Guiding Questions

- What's the quality of our tier 2 and 3 level of support?





# Guiding Questions

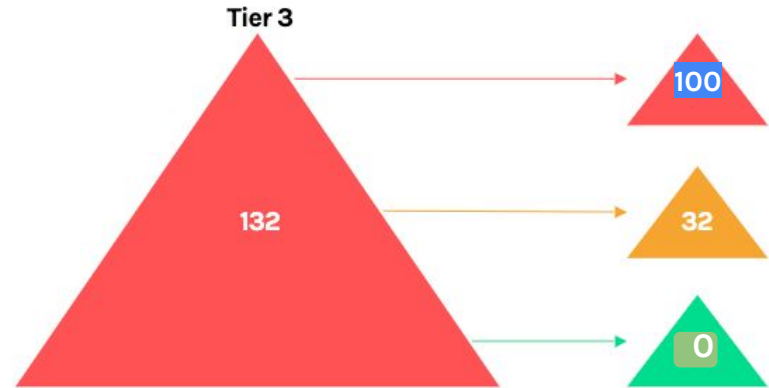
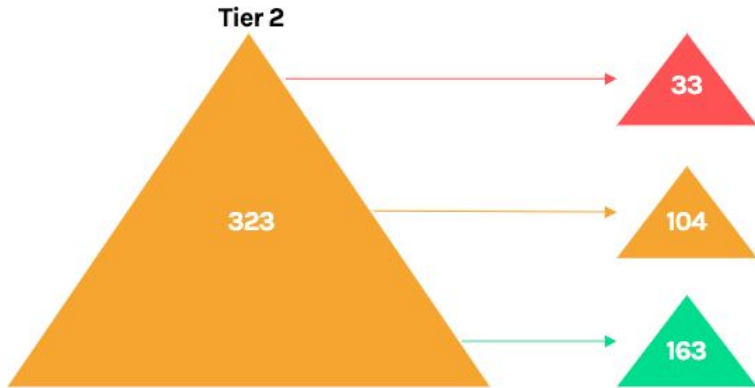
What does individual tier movement look like?

## Overall Tier Movement

↑ Up: 136  
→ Neutral: 2298  
↓ Down: 221

↪ Transferred in: 121

↩ Transferred out: 0



# Guiding Questions

- ❑ What are we doing to make it better?
  - ❑ Based on the data, where can we improve?
  - ❑ What is our SMART goal?

Goal	Measures of Success/Change	Persons responsible/ impacted	Support Activities	Timeline
Improve our tier 2 level of support for reading	More students move from tier 2 to tier 1 than students who move from tier 2 to tier 3	Reading Specialist	<ol style="list-style-type: none"><li>1. Provide direct support and coaching to classroom teachers delivering tier 2 interventions</li><li>2. Evaluate evidence-based of current tier 2 interventions</li></ol>	Spring SY 2020-2021

# Teaching with a Growth Focus

## Sources of Data for Grouping Students

- All ThinkCERCA Lessons lead to student data (automated scoring or student writing)
- Growth Focus on Writing Benchmarks (Available in ThinkCERCA)
- NWEA MAP Data (Available from District or School)
- SAT Quarterly Practice Assessments (Available in ThinkCERCA)
- ACT Quarterly Practice Assessments (Available in ThinkCERCA)

# Teaching a Class with A Growth Focus

## Class Level Reteaching

- Choose the lowest area of performance at the group level
- Review curriculum to ensure instruction is provided in this skill
- Designate time during whole class instruction to reteach skills or provide additional practice time for students to rehearse that skill.
- Ensure ample time is provided for the development of non-discrete skill development. Volume reading time, for example, with a focus on informational text across content areas is a critical step in developing the stamina and background knowledge to develop stronger reading skills.

# Teaching a Small Group with a Growth Focus

## Small Group Level Reteaching

- **Grouping students based on a common opportunity for growth according to a strand is one way of grouping students for targeted instruction in a smaller group.**
- **Ensure that these groups are receiving additional instructional support in the area versus additional work alone. After all, the last thing a student who is struggling needs is less attention from a teacher.**
- **For independent work, have students play to their strengths!**

# Teaching a Student with a Growth Focus

## Personalized Feedback 1:1 Conferences

- **Personal relationship-building comes first here. Be sure that students know that you have their best interests at heart, not just your desire to collect work from them.**
- **Set goals with the student, not for the student.**
- **Focus on the next best step for the learner, not the next step in your grade book.**
- **Focus twice as much on what is working and half as much on what is not working.**
- **Celebrate success.**

# **Invest in Community Building Routines**

**Save time and create space**

# **Levels of Sharing Risk**

**Levels refer to the degree of risk students might feel in participating in each of these activities.**



# Level 1: Mindfulness--Breathing for 5 in & 7 Out

**Step 1:** Concentrate on breathing, clearing your mind of absolutely every other thought except the breath going into your body and out.

**Step 2:** Breath in, counting to five deliberately.

**Step 3:** Breath out, counting to seven deliberately.

**Step 4:** Repeat

**Step 5:** Debrief with thumbs up, thumbs down, or reflection

## Level 2: Mindfulness: Gratitude

What are you feeling most grateful for today?

Would anyone like to share?

## Level 3: Let's Talk About Sharing

- Sharing is voluntary, but we want to hear everyone's voice, so please share frequently.
- Sharing feels like a risk sometimes, so we, as a community of learners, need to let people know they are safe here.
- Snapping your fingers silently is a great way to let someone see your support and help them feel seen.
- Feel free to express gratitude to one another for sharing.
- What else is important for everyone to know about sharing in this learning community? What do you appreciate? What have you observed in the past that makes people feel less comfortable sharing?

# Level 4: Debriefing Learning Together

- **I Like:** What did you like about the topic, text, process for learning, your group interactions?
- **I Wish:** If you could add, subtract, multiply, or divide part of this experience, what would it be?
- **I Wonder:** What are you curious about related to the topic, the text, the group, the process we used in our learning, the way you expressed learning?
- **I Will:** What do you commit to doing that might be different the next time you approach a learning task like this?

Everyone does not need to share every time, but it's great to hear everyone's voice!

# Level 5: Checking In: Highlights and Lowlights

Think to yourself for a moment:

- What was the lowlight of your day or week so far?
- What was the highlight of your day or week so far?
- How might you put the lowlight behind you?
- How might you make more of the highlights happen today?
- Would anyone like to share?

## Level 6: Mood Check 1-10

**I'm at my best** 1 2 3 4 5 6 7 8 9 10 **I'm at my worst**

# Level 7: Biography in 3 Parts

With a partner:

- Play rock, paper, scissors to determine who goes first.
- Person 1 tells their biography in 3 parts, sharing only what they feel comfortable sharing in 5-10 minutes.
- Person 2 listens quietly and supportively.
- Person 2 then tells their biography in 3 parts, sharing only what they feel comfortable sharing in 5-10 minutes.
- Person 2 listens quietly and supportively.
- (Optional) Debrief: What are some of the most striking thoughts or reflections you had based on that experience?

Q&A





# Before you go...



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