



BRANCHING MINDS

We are pleased to provide our
Roots Report for Westeros School District

Findings and Recommendations

Based on our intervention fidelity assessment, we have evaluated the intervention systems for participating schools in Westeros School District across seven critical domains: screening for at-risk student, core instruction, intervention planning, intervention implementation, progress monitoring, systems and infrastructure, and meeting quality. Our observations and recommendations are guided by the best practices supported by the National Center on Response to Intervention. We have organized our findings below for each of these areas to include an average fidelity score across all participating schools along with a district summary and recommendations to improve the intervention system across the district.

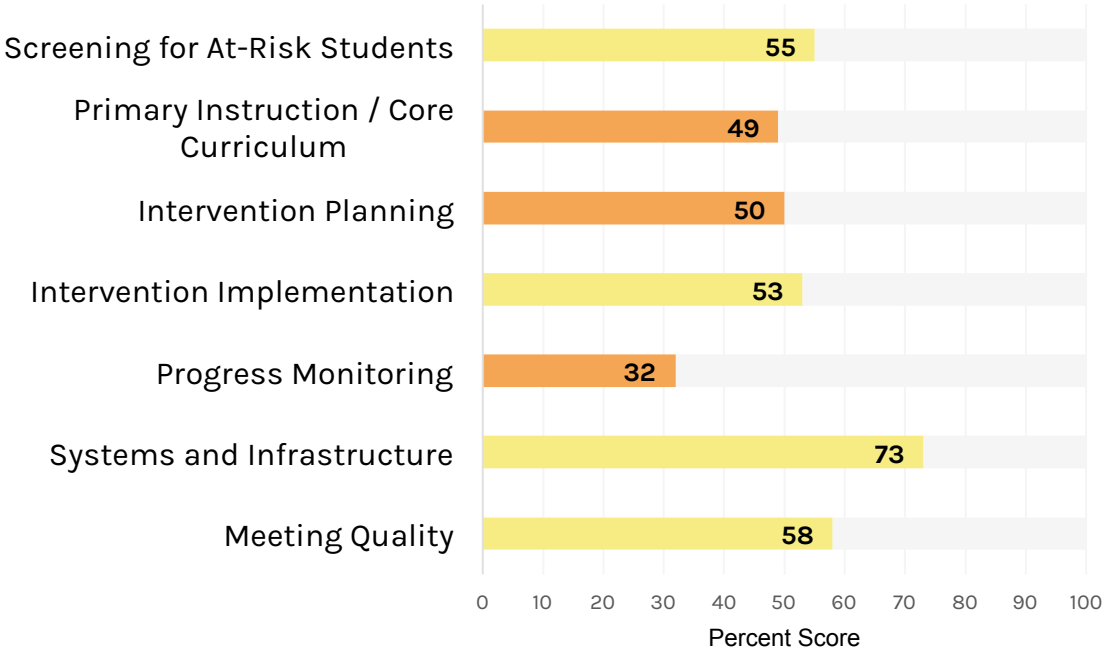
Responding Schools

Winterfell Elementary:
Arya Stark

Kings Landing Elementary:
Jamie Lannister

River Run Middle School:
Edmure Tulley

District Overview



Screening for At-risk Students: 55%

Strengths:

- Schools are using NWEA MAP three times a year for reading and math screening
- Elementary schools are using those MAP scores to preemptively intervene for struggling students

Challenges:

- No screening used for behavior
- Middle School is not using MAP data to identify at risk-students

Recommendations:

- Use a universal screener for behavior (can use Branching Minds behavior survey)
- Middle School should be evaluating screener scores to preemptively intervene for struggling students

Primary Instruction/ Core Curriculum: 49%

Strengths:

- Elementary schools are ensuring the quality of delivery of an evidenced based core-curriculum

Challenges:

- Teachers may not be implementing strategies to promote healthy classroom behavior for all students
- Middle School is not ensuring the quality of delivery of core-curriculum

Recommendations:

- Help teachers develop tier 1 strategies for healthy classroom behavior (Branching Minds library can be used to find supports)

Intervention Planning: 50%

Strengths:

- Intervention plans are documented prior to the start of delivery

Challenges:

- Teachers and interventions don't have access to a bank of go-to evidence based interventions
- Interventionists aren't sure if the selected interventions match their students' needs

Recommendations:

- Provide teachers and staff with an inventory of evidence-based interventions (can use Branching Minds support library)
- Develop system to ensure that selected interventions are aligned with student needs (can use Branching Minds surveys to identify student challenge areas)

Intervention Implementation: 53%

Strengths:

- Good teacher to student ratio for tier 2 and tier 3 level support at the elementary schools

Challenges:

- No system for ensuring the fidelity of intervention implementation
- Middle School unsure about whether interventions are being delivered for adequate time or duration

Recommendations:

- Document the delivery of interventions to ensure they are being delivered for adequate time and being done properly (can be done on Branching Minds)

Progress Monitoring: 32%

Strengths:

- Elementary schools have progress monitoring assessments for reading skills

Challenges:

- No progress monitoring for Math
- Progress monitoring for reading may not be done at adequate frequency for all tier 2 and 3 students

Recommendations:

- Develop system for progress monitoring Math (can use EasyCBM lite which offers free assessments)
- Establish regular progress monitoring protocol so that assessments are given between weekly to monthly for tier 2 and 3 students

Systems and Infrastructure: 73%

Strengths:

- All schools have an established intervention team with dedicated roles
- Elementary schools have a clear system for initiating the intervention process

Challenges:

- Middle school would like a cleaner and more streamlined system for initiating the intervention process

Recommendations:

- Develop consistent system for initiating the intervention process

Meeting Quality: 53%

Strengths:

- Meetings have a positive, problem-solving culture
- Elementary Schools follow a structured, pre-arranged meeting agenda

Challenges:

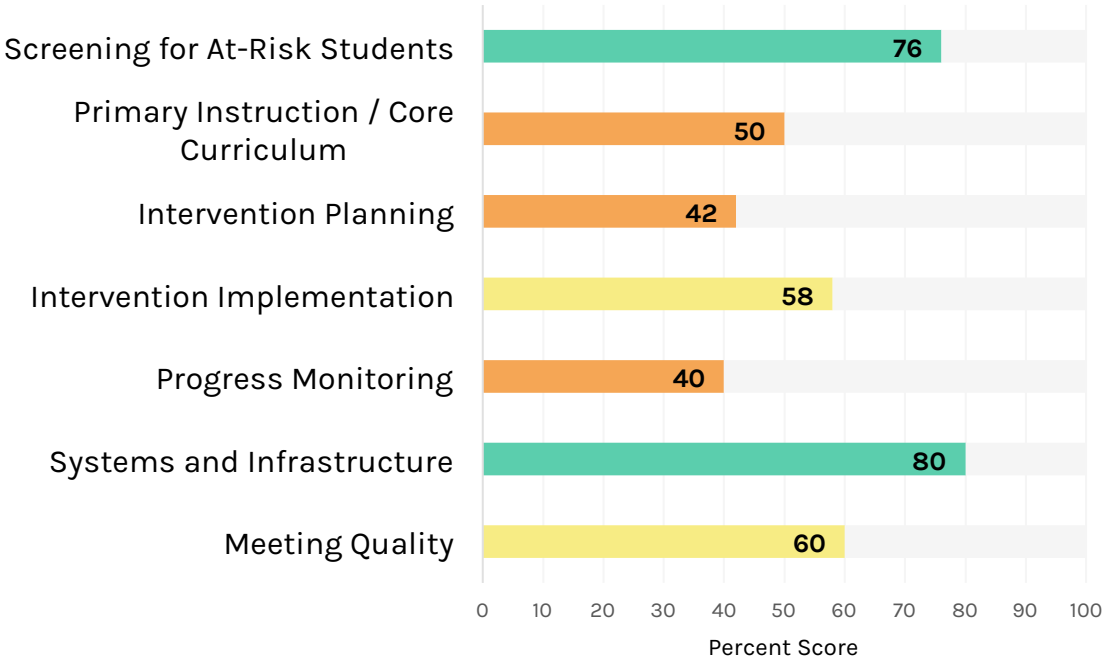
- Teachers don't always come to meetings with organized data
- Middle School does not follow a structure, pre-arranged meeting agenda

Recommendations:

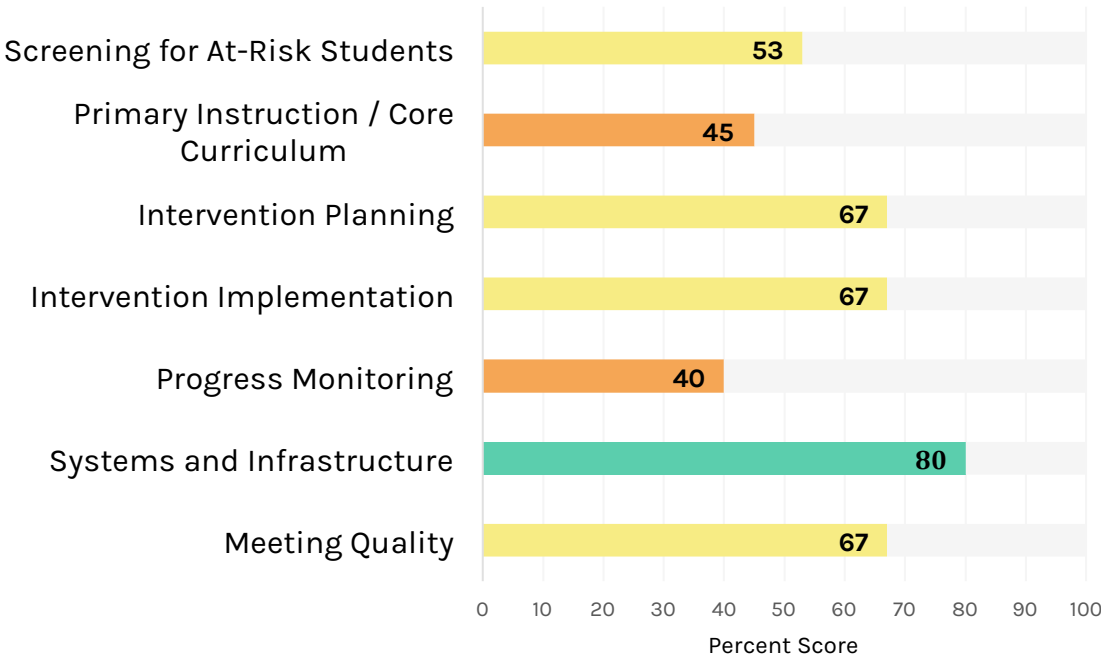
- Have teachers collect and organize intervention and progress monitoring data prior to meeting (can use Branching Minds)
- Have Middle School develop a structure meeting agenda for problem solving process

School Score Breakdowns

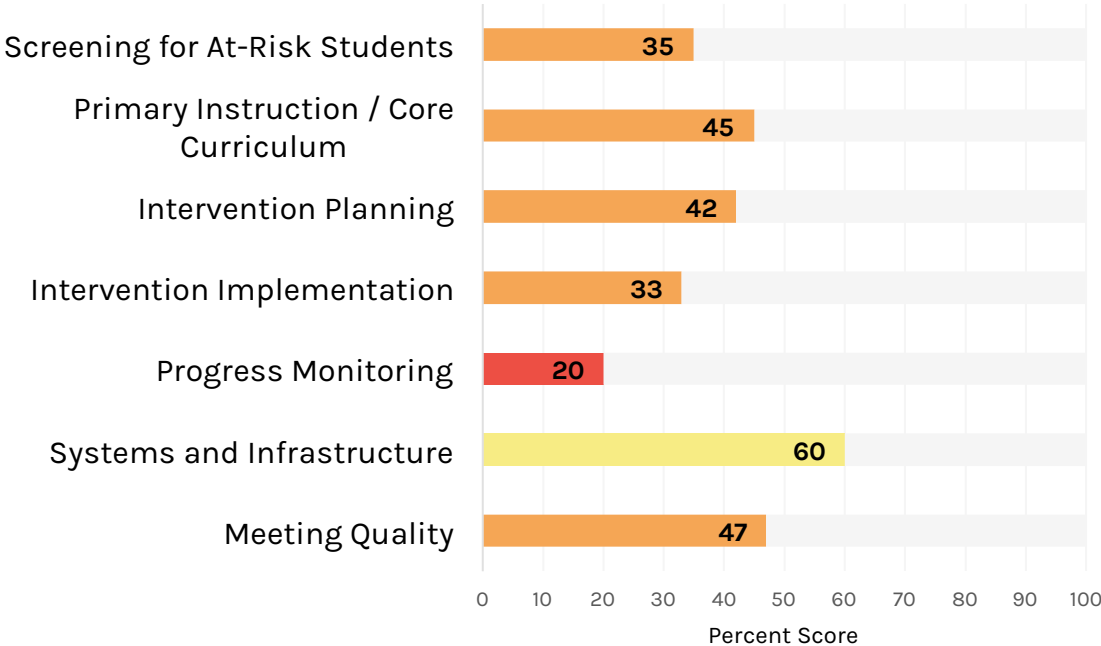
Winterfell Elementary



Kings Landing Elementary



River Run Middle School



	Winterfell	Kinds Landing	River Run
Screening for at-risk students	53	76	35
Primary Instruction	45	50	45
Intervention Planning	67	42	42
Intervention Implementation	67	58	33
Progress Monitoring	40	40	20
Systems and Infrastructure	80	80	60
Meeting Quality	67	60	47