Can you provide some narrative related to your RTI 2019-2020 Progress Monitoring? I'm sure this was something that was cut short due to COVID. It would be great to know how this was created, how students were identified, and how this data was being used to impact instructional practices and intervention time.

Our school had the privilege of learning through RTI @ Work Coaching Academy during the 2019-20 school year. The benefit of this academy impacted student learning greatly as collaborative teams dug deeper into our RtI and Tier 3 Remediation/Intervention processes and procedures for supporting and increasing student learning. Our work was guided by Taking Action, and a Solution Tree associate facilitated our team learning. Our Guiding Coalition realized that we were working extremely hard but had created a system that was being crushed by the number of students we were trying to help. We were over-identifying students who we thought needed Tier 3, because we were focusing strictly on grades and teacher referrals. First, we had to establish a site intervention team to guide the creation of a systemic approach to intervention. The team developed a systematic approach for identifying students who needed Tier 3 intervention. The team analyzed the data from our universal screener, Star Renaissance, and recognized which students were in the bottom 20% of proficiency for reading and math. Once these students were identified, the team used recommendations from the universal screener program to identify the skill deficits of each student. The team was able to sort students into differentiated groups based on their reading and/or math deficits. The groups were then given secondary assessments (DIBELS Next or OGAP Math) to diagnose and identify mastery or non-mastery of the learning targets so that the targeted intervention could be prescriptive. Students identified as having a need in reading were given the DIBELS Next assessment to determine fluency and/or comprehension deficits. Students were administered the OGAP Multiplicative and Additive math assessments in order to identify which learning targets each student had not mastered. Number Sense was also used to identify math deficits.

Now that the collaborative teams had another source of data, they used the Pro-Solve Method to plan and create an intervention plan for each student which including individualized SMART goals. The students with similar needs were sorted into groups so that the individuals working with those students could be prescriptive and direct to that targeted group with similar needs. Tier 3 Intervention was provided during a protected time at the beginning of school each day called STAT (Student-Teacher Access Time). This allowed the teams to have daily, uninterrupted access to students. Students receiving Tier 3 picked up their breakfast and met with their teacher by 7:30 each morning. This allowed the team to have 20 minutes in addition to the protected STAT time, which guaranteed 50 minutes of Tier 3 intervention each day for students in need. Students were also pulled during Encore time so as not to interfere with Tier 2 intervention or Tier 1 instruction. Students in need of more intervention and/or remediation also have an additional 80 minutes each week available to receive tiered instruction due to our specials schedule.

In order to ensure that all students in Tier 3 were learning and progressing, the teams modified the Pro-Solve Intervention Monitoring Plan to help track learning. An example has been added to the attachments for clarification. Students were monitored weekly with formative

assessments designed to adjust instruction in a timely manner, provide immediate feedback, and check for mastery. The team implemented bi-monthly standardized assessments in reading and math using the Star Renaissance platform, which was the universal screener, to make sure that progress was being measured as it related to the universal screener. Our teams utilized this as a pretest and a post-test in order to determine the level of mastery after intervening. When a student met his/her individual SMART goal, a new goal was created to ensure that the student was progressing to the ultimate goal of being at or above grade level.

Every decision that was made regarding progress monitoring and intervention was based on student data. High quality, research-based, strategic instruction maximized student learning. The site intervention team also felt that it was important to involve parents in this process. We periodically invited parents to conference with our team to discuss academic progress and reading/math success for their own child.