Tiered Intervention System
Tier 2 School Progress Monitoring Report

Section 1: General Information	
District: ABC District	**School: EFG Elementary School**
District Contact: John Doe	**Principal: Jane Smith**
District Contact Email: john.doe@abc.tnedu	**Principal Email: jane.smith@abc.tnedu**

Section 2: School Improvement Grant(s): List each School Improvement Grant awarded to the school, including the total allocation, amount obligated (encumbered), and remaining balance.

****This section should be updated during each monthly monitoring cycle.**

Grant Name	Total Allocation	Year to Date Amount Obligated/Encumbered	Balance
TAG 6	$525,000	$237,000	$288,000
SSIG 3	$875,000	$326,000.00	$549,000

Section 3: Duplicate the table below as many times as needed to capture all implemented strategies/action steps, relevant data, and updates for each month's monitoring cycle.

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Month: August

Implemented strategies/action steps

- Support development of standards-aligned instruction
- Conduct PLCs
- Conduct classroom instructional walks
- Administer iReady Reading & Math diagnostic assessment
- Introduce new RTI2-B procedures

Progress

- Weekly PLCs were conducted to analyze student data. Findings were used to guide reteaching, differentiated instruction, and targeted interventions that address individual student needs.
- The ILT team facilitated grade-level collaboration during in-service week, focusing on unpacking standards and developing high-quality, standard-aligned lesson plans and common formative assessments. Grade-level teams collaboratively designed the first six weeks of lesson plans, ensuring that Tier 1 instruction included built-in reteaching and intervention strategies.
- Leadership team conducted one classroom instructional observation for each teacher with the goal of norming feedback and next steps.
- All students have completed iReady diagnostics, which are being used to develop individualized instructional plans.
- RTI2B team has been established and met to develop a meeting cadence and monitoring plan.

Supporting Data and Analysis

- Weekly PLC logs indicated that 100 percent of K–5 grade-level teams are meeting regularly to analyze student data. These data discussions included a review of TCAP and weekly assessment results to identify learning gaps and to determine potential root causes contributing to student performance trends.
- Lesson plan review documentation showed that at least 85 percent of teachers are intentionally incorporating reteaching strategies for standards students have not yet mastered.
- Ninety-five percent of K–5 classrooms have received at least one 15-minute instructional walkthrough focused on board protocol implementation. Evidence collected indicates that required components, specifically student learning objectives and the standards currently being taught, were observed in only 60 percent of classrooms.
- One hundred percent of teachers received normed feedback from the ILT.
- iReady diagnostic results revealed that more than 50% of students in each grade scored in the needed improvement category. Results also indicated that students at or above grade level ranged from 5–10 percent across all grades tested. On average, around 25 percent of the students were approaching grade level.

Next Steps

- Assign instructional mentors to support new and novice teachers, with a focus on strengthening instructional practices and classroom implementation.
- Conduct ILT second round of norming sessions to ensure feedback provided to instructional staff is consistent, concise, and aligned to established instructional expectations.
- Create an RTI2B action plan and share during an upcoming faculty meeting.
- Conduct grade-level data deep dives during PLC meetings to identify specific priority standards and domains contributing to the high percentage of students performing below grade level.

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Month: September

Newly implemented/or continued strategies/action steps

- Conduct Data Analysis in PLCs
- Conduct Classroom Instructional Walks
- Implement Individualized learning plans and small group instruction
- Begin a teacher mentoring program

Progress

- Weekly Professional Learning Communities (PLCs) continue to be a central structure for improving instruction. The ELA Instructional Coach met twice weekly with grades 3–5 PLCs. During the first PLC session, teachers analyzed student data, identified trends, discussed challenges and successes, and grouped students based on instructional needs. The second session focused on developing targeted reteaching plans aligned to grade-level standards.
- The Instructional Leadership Team (ILT) team continued instructional walkthroughs using the IPG tool. Formal observations began for new teachers.
- Teacher assistants have been hired to provide one-on-one instruction for students requiring additional support beyond Tier 1 instruction. Students have been placed on iReady and are receiving at least 45 minutes of personalized instruction for reading and math.
- Teacher mentors met at a minimum of once a week with assigned mentee(s) to discuss individual needs.

Supporting Data and Analysis

- Instructional walkthroughs revealed that less than 70% of classrooms are providing high-quality instruction aligned to state standards and provided opportunities for student engagement.
- Five new teachers have been assigned a mentor and meet on a weekly basis, documenting discussions in the mentor-mentee logs.
- Review of iReady usage reports indicates that 80% of students across all grade levels are meeting the expectation of receiving 45 minutes of personalized instruction per subject in both mathematics and reading. Data further demonstrated that students who received the full 45 minutes of personalized instruction per subject exhibited higher lesson pass rates, suggesting a positive correlation between fidelity of implementation and student performance outcomes.

Next Steps

- Mentors meet with assigned teachers to develop a monthly plan of action.
- PLCs will continue twice a week with the facilitation of the meetings moving to be more teacher-led.
- Conduct formal observations for non-tenured teachers and drop-in instructional implementation fidelity checks to conduct quick 5-minute classroom observations for all teachers to collect additional data for next steps for ensuring instruction is at the rigor level of the standards.
- Conduct Saturday PD to support teachers in unpacking standards, developing lesson plans and common formative assessments for the second six weeks.

Department of Education

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Month: October

Newly implemented/or continued strategies/action steps

- Conduct PLCs
- Continue Classroom Instructional Walks
- Administer Fall Benchmark Assessment
- Begin Saturday Professional Learning
- Implement after-school tutoring
- Execute a Fall Parent/Student Data Night

Progress

- Weekly Professional Learning Communities (PLCs) continue to be a central structure for improving instruction. The ELA Instructional Coach met twice weekly with grades 3–5 PLCs. During the first PLC session, teachers analyzed student data, identified trends, discussed challenges and successes, and grouped students based on instructional needs. The second session focused on developing targeted reteaching plans aligned to grade-level standards.
- The Instructional Leadership Team continued classroom walkthroughs using the IPG tool.
- Teacher assistants have been hired to provide one-on-one instruction for students requiring additional support beyond Tier 1 instruction
- Teacher mentors met at a minimum, once a week with assigned mentee(s) to discuss induvial needs.
- Student data was reviewed to identify students who failed to make adequate academic gains or required additional support. After-school tutoring began on the first of October for students in grades 2–5 and is focused on targeted skill development.
- Mastery connect Fall Benchmark was administered to all students to assess mastery of grade level standards.
- Fall parent/student data night was conducted. Teachers in grades 2 -5 facilitated individualized data talks with parents and students. TCAP data, iReady data, and attendance data were used to guide conversations.

Supporting Data and Analysis

- Instructional walkthroughs reveal that less than 70 percent of classrooms are providing high-quality instruction aligned to state standards and provided opportunities for student engagement.
- Five new teachers have been assigned a mentor and meet on a weekly basis, documenting discussions in the mentor-mentee logs.
- After school tutoring attendance averaged between 95-98 percent weekly.
- Grades 2 – 5 had only an average of 70 percent of parents attended the data night.

Next Steps

- Analyze fall benchmark assessment results to determine progress of students and standards that have not been mastered.
- RTI2 B team will meet to review first quarter attendance and behavior data and present findings, classroom management strategies, and resources during an upcoming faculty meeting.
- Conduct RTI fidelity checks to ensure Tier 2 and Tier 3 students are making progress.
- Continue to monitor Tier 1 instruction with on-going instructional walks and initiate targeted coaching for teachers who are delivering Tier 1 instruction at the rigor level required by the state standards.