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Professional Learning Communities are vibrant at Bay View, and we have created a schedule in which grade level Learning Teams and specialists have a chance to meet each week during the school day. It is there that these teams ask the four Richard Defour's questions: "What are the students learning? How do we know? What do we do when students don't get it? What do we do for those who already get it?"

By analyzing data, and using the RTI model, our teachers use Multi-Tiered Systems of Support (MTSS) to identify students who may need academic interventions such as ADSIS or Title I services. If teachers find that 40% of their students are not learning a desired concept, the whole grade level will try a collaborative Tier I intervention to ensure grade level proficiency in that area. I've enjoyed working with our learning teams and creating a schedule for which this is possible.

We've also created a flex hour called Railtime, where students can best get their academic needs met. Some students go to their interventionists, some go to their pullout special education teacher, while others who are academically ahead of the class participate in enrichment activities or book clubs facilitated by the classroom teacher. The beauty of Railtime is that none of our students will miss out on core content instruction, which is important regardless of a student's ability level.

Our teachers have come to see Railtime as an equitable solution for getting all students what they need, while not having to pull students out of the classroom during core instructional time. By analyzing student data, we can identify students who need more support or enrichment, and supporting staff by providing this schedule and MTSS model has been beneficial for our students, and appreciated by our families.