R03 Master Schedule Activity: Planning for Intervention

*In this resource we provide a detailed description of the process used by state trainers to support the design and installation of instructional schedules to support intervention blocks. In one instance, state trainers worked with instructional coaches from one district to teach the district learning coaches this step-by-step processes outlined below. Then, the district instructional coaches took the lead at walking each of their Ci3T Leadership Teams through this process to support them in planning for intervention blocks. See RTI Action Network (*[*http://www.rtinetwork.org/rti-blog/entry/1/217*](http://www.rtinetwork.org/rti-blog/entry/1/217)*); School Scheduling Associates for multiple state examples for elementary, middle, and high schools (*[*http://www.schoolschedulingassociates.com/resources/sample-schedules/*](http://www.schoolschedulingassociates.com/resources/sample-schedules/)*); and Madison Metropolitan School District Scheduling Guidance (*[*https://mtss.madison.k12.wi.us/files/*mtss/ScheduleGuidanceFinal.pdf](https://mtss.madison.k12.wi.us/files/mtss/ScheduleGuidanceFinal.pdf)*) for additional illustrations to support this planning process.*

#  Materials Needed

* Large (poster size) sheet of graph paper, such as an easel pad with 1" squares
* Colored sentence strips or unique patterned specialty paper packs
* Black markers

Specialty Paper Pack

* Ruler
* Scissors

# Elementary Set Up

1. On the large graph paper, make a column (2 blocks wide/2 inches) for the number of grade levels represented in your school and an extra column on the far left (and right if there’s room) for times. (Consider leaving off grade level labels. This allows for **Ci3T Leadership Team Members** planning to be less biased or preferential decisions to be made toward their specific grade level.)
2. In the far left column, write times starting with school day start time, use 1" on the grid to represent 15 minutes
3. Cut sentence strips or designer paper into 2” wide strips
4. Then separate the sentence strips or designer paper strips into groups by unique color/design and cute specified lengths for each of the following
	1. Core reading: 90 minute blocks, = 6" long strip for each grade
	2. Core math: 60-90 minutes = 4 - 6" strips
	3. Tier 2 intervention block: 30 minutes = 2" strips
	4. Tier 3 intervention block\*: 45 - 120 minutes = 4" strips
	5. Lunch: 1" per 15 minutes
	6. Specials (e.g., art, music, physical education, library science): 1" per 15 minutes
	7. Teacher planning/collaboration time: 1" per 15 minutes
	8. Other: specific school items (e.g., recess) – 1" per 15 minutes

Getting Started

1. With a column for the number of grade levels represented in the school (remember, if possible leave off grade labels) and times written down the left most column, start by placing blocks for items in the schedule following the following sequence:
	1. Times when you have no flexibility – tape them down so they do not move, for examples:
		1. start and stop times of the school day
		2. Lunch if it is delivered only at a certain time, staff is only available certain hours, or a shared instructional space is used (grade rotation can be changed)
		3. Itinerant and shared faculty and staff such as specials’ teachers and related service providers only available certain hours on certain days
	2. Then place intervention blocks (e.g., 30 minutes for Tier 2, 45-120 minutes for Tier 3)
	3. Core reading (90 minutes)
	4. Core mathematics (60 minutes)
	5. Social skills (e.g., 30 minutes weekly, according to your school’s **Ci3T Blueprint A Primary [Tier 1] Plan**)
	6. Kindergarten half days, as applicable
	7. Continue with remaining subject areas and blocks, minimizing transitions

# Considerations

* Reading may be scheduled in morning or afternoon
* Tier 2 and Tier 3 instruction is in addition to core instruction time and does not replace Tier 1
* Tier 2 and Tier 3 instruction blocks can overlap
* Stagger intervention times to make the most of specialists’ or support staff (e.g., interventionists, Title I teachers for assistants) availability
* Schoolwide screening data will determine intervention groups and group sizes needed\*
* Progress monitoring and treatment integrity data are used in determining if group size and intervention dosage is adequate
* Take pictures of various schedule configurations for comparison
* When finalized, take another picture and put into print for distribution!

# Intervention Schedule Example

Of 45 2nd grade students, 5 need comprehension supports, 3 need phonemic awareness, 5 need decoding, 5 need fluency, and 5 need multisyllabic word support, while the remaining 22 are at grade level and need enrichment. During intervention times, all adults in the building may be included to support student learning keeping in mind your most prepared teachers should be with your students with the greatest needs (e.g., utilize parent volunteers to support student enrichment projects, reserving your reading teachers for instruction with students below grade level in reading).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Grade A** | **Grade B** | **Grade C** | **Grade D** | **Grade E** | **Grade F** |
| 8:00 AM | Morning Routine |
| 8:15 AM |   |   |   |   |   | Intervention |
| 8:30 AM |   |   |   |   |   |   |
| 8:45 AM |   |   |   |   |   | Reading |
| 9:00 AM |   |   | Reading |   | Intervention |   |
| 9:15 AM |   |   |   |   |   |   |
| 9:30 AM |   |   |   |   | Reading |   |
| 9:45 AM |   | Reading |   | Intervention |   |   |
| 10:00 AM |   |   |   |   |   |   |
| 10:15 AM |   |   |   | Reading |   |   |
| 10:30 AM | Reading |   | Intervention |   |   |   |
| 10:45 AM |   |   |   |   |   |   |
| 11:00 AM |   |   |   |   |   |   |
| 11:15 AM |   | Intervention |   |   |   |   |
| 11:30 AM |   |   |   |   |   |   |
| 11:45 AM |   |   |   |   |   |   |
| 12:00 PM | Intervention |   |   |   |   |   |
| 12:15 PM |   |   |   |   |   |   |
| 12:30 PM |   |   |   |   |   |   |
| 12:45 PM |   |   | Math | Math |   |   |
| 1:00 PM | Intervention | Intervention |   |   |   |   |
| 1:15 PM |   |   |   |   |   |   |
| 1:30 PM | Math | Math |   |   | Math | Math |
| 1:45 PM |   |   | Intervention | Intervention |   |   |
| 2:00 PM |   |   |   |   |   |   |
| 2:15 PM |   |   |   |   |   |   |
| 2:30 PM |   |   |   |   | Intervention | Intervention |
| 2:45 PM |   |   |   |   |   |   |
| 3:00 PM |   |   |   |   |   |   |

*Note.* Grade levels can be combined for Tier 2 and 3 supports. In the example above, Tier 2 and 3 supports for mathematics are delivered in combined grade levels (e.g., Grades A and B are delivered together). In this illustration students across two grade levels receive small group instruction for students with common intervention needs.

 \* see recommendations in Harlacher, J. E., Sanford, A., & Walker, N. N. (n.d.). Distinguishing between tier 2 and tier 3 introduction in order to support implementation of RTI. *National Center for Learning Difficulties.* <http://www.rtinetwork.org/essential/tieredinstruction/tier3/distinguishing-between-tier-2-and-tier-3-instruction-in-order-to-support-implementation-of-rti>

*Source.* Brown, D. (2016). Activity presented at Lawrence Public School Ci3T School Leadership Team implementation professional learning session. Kansas Technical Assistance System Network (TASN).