

# Creating an Elementary Schedule for Academic Interventions

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## School Improvement Goal

Goal: To create a schedule that will allow Title 1 supports to move to Tier 3 intervention for students below the 20th percentile on district and state assessments in reading.

## Background

The facts:

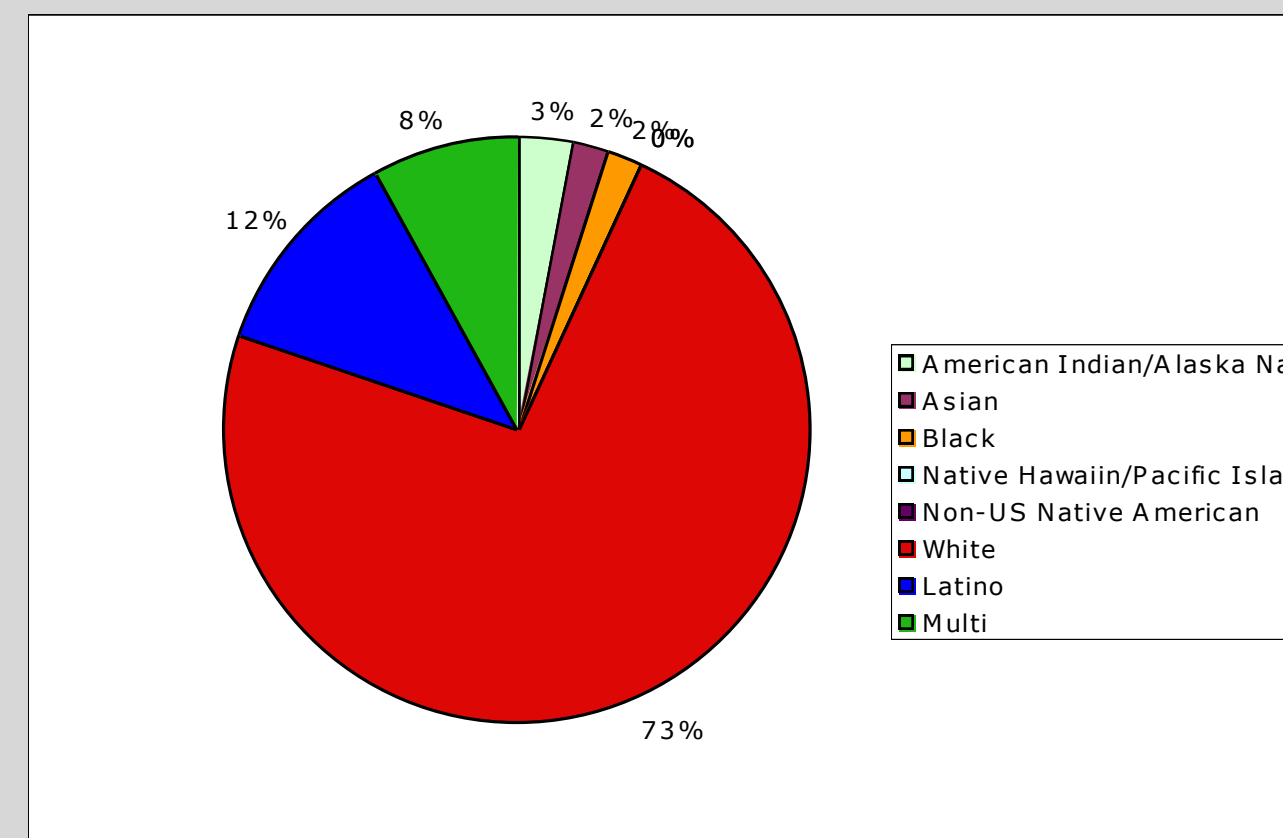
- Title 1 is federal funding for students who struggle with reading and math, especially allocated to schools with high numbers of students who qualify for free and reduced lunch
- In our district, Title 1 interventions are supposed to function as Tier 3 interventions.
- What that means is that classroom teachers should provide 60 minutes of core reading instruction to each child, which is Tier 1.
- Each classroom teacher should also provide 30 minutes of differentiated instruction to each child, which is Tier 2. This is the part that needs to be streamlined at Fall Sea.
- Currently, teachers at Fall Sea send their students who score below the 20th percentile in reading to the Title room, where students receive interventions, during their Tier 2, or differentiated instruction, time.
- What this means is that the students who most need reading interventions are not able to access both the general education curriculum and the necessary intervention. Research shows that students in this scenario fall further and further behind their peers.
- If we move Title 1 services to Tier 3, students will receive both Tier 1 and Tier 2 instruction from their classroom teachers, then receive Tier 3 instruction that really targets their specific skill deficits. This will allow them to make progress in their reading skills, rather than falling behind.
- Additionally, if we move Title 1 to Tier 3, we will align our school with IDEA's requirements to identify students based on a Response to Intervention model.

• What that means is that students who truly do not respond to Tier 3 interventions through Title 1 are likely those who have some sort of disability.

• We will be better able to show how students respond to skill-targeted interventions through progress monitoring measures, and thereby meet the requirements of federal legislation around how students should qualify for special education.

## School Profile

Fall Sea Student Population:  
352 students  
60% of our students qualify for Free & Reduced Lunch  
19% of our students qualify for special education



## Action Plan

- 1) March, 2011:** Visit other schools that qualify for Title 1, to talk about their schedules. Our team will ask questions specifically about how those schools schedule their interventions.
- 2) March and April, 2011:** Grade level teacher teams will visit other schools. The purpose of these visits will be to see other teachers during their Tier 2 times.
- 3) March and April, 2011:** Work with our Staff Development Specialist to learn about models for Tier 2 differentiated instruction.
- 4) April, 2011:** Based on what we've seen from other schools, as well as what we've learned from our SDS, we will make decisions by grade level about how we will implement Tier 2 interventions for students.
- 5) May, 2011:** We will meet as a staff to finalize our new schedule. The new schedule will include 60 minutes of core reading instruction, 30 minutes of Tier 2 differentiated instruction, and Tier 3 interventions that take place outside of the 90 minutes of reading instruction that every student receives.

**6) Summer, 2011:** Teachers will prepare for the new model with extended contract time.

**7) September, 2011:** We will implement our new schedule!

## Resources Needed

### Money and time!

Funds will be needed for:  
Teacher release time to visit other schools.  
Professional Development around differentiated instruction and interventions.

## The New Schedule: One Possibility

|       | Kinder                                      | 1st                           | 2nd                           | 3rd                           | 4th/5th                       |
|-------|---------------------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 8:00  | Reading                                     | Math                          | Reading                       | Math                          | Tier 3<br>8:00 - 8:30         |
| 8:10  |                                             |                               |                               |                               |                               |
| 8:20  |                                             |                               |                               |                               |                               |
| 8:30  |                                             |                               |                               |                               |                               |
| 8:40  |                                             |                               |                               | Tier 3<br>8:30 - 9:00         | Math                          |
| 8:50  |                                             |                               |                               |                               |                               |
| 9:00  |                                             |                               |                               |                               |                               |
| 9:15  | Recess                                      | Recess                        | Recess                        | Recess                        |                               |
| 9:30  | Math                                        |                               | Math                          | Reading                       |                               |
| 9:40  |                                             |                               |                               |                               |                               |
| 9:50  |                                             | Tier 3<br>9:40 - 10:00        |                               |                               | Recess                        |
| 10:00 |                                             |                               |                               |                               |                               |
| 10:10 |                                             |                               |                               |                               |                               |
| 10:20 |                                             |                               |                               |                               | Reading<br>Workshop           |
| 10:30 | Clean Up                                    |                               |                               |                               |                               |
| 10:40 | Tier 3                                      | Lunch & Recess<br>10:45-11:20 | Lunch & Recess<br>10:45-11:20 | Lunch & Recess<br>10:45-11:20 |                               |
| 10:50 | Kinder Ext.<br>Day - M - F<br>10:35 - 11:05 |                               |                               |                               | Lunch & Recess<br>11:05-11:40 |
| 11:00 |                                             |                               |                               |                               |                               |
| 11:10 |                                             |                               |                               |                               |                               |
| 11:20 |                                             | Reading                       | Tier 3<br>11:20 - 11:50       | Reading<br>Workshop           |                               |
| 11:30 |                                             |                               |                               |                               |                               |
| 11:40 | Reading                                     |                               |                               |                               | Reading                       |
| 11:50 |                                             |                               |                               |                               |                               |
| 12:00 |                                             |                               | Reading<br>Workshop           |                               |                               |
| 12:10 |                                             |                               |                               |                               |                               |
| 12:20 |                                             |                               |                               |                               |                               |
| 12:30 |                                             |                               |                               |                               |                               |
| 12:40 |                                             |                               |                               |                               |                               |
| 12:50 | Recess                                      | Recess                        | Recess                        |                               |                               |
| 1:00  | Math                                        | Reading<br>Workshop           |                               | Math Practice                 |                               |
| 1:10  |                                             |                               |                               |                               |                               |
| 1:20  |                                             |                               |                               |                               |                               |
| 1:30  |                                             |                               |                               |                               |                               |
| 1:40  |                                             |                               |                               |                               |                               |
| 1:50  |                                             |                               |                               |                               |                               |
| 2:00  |                                             |                               |                               |                               |                               |
| 2:10  | Clean Up                                    | Clean Up                      | Clean Up                      | Clean Up                      | Clean Up                      |

## Expected Outcomes

- 1. Students whose scores fall below the 20th percentile will receive targeted skill instruction through Title 1 resources.**
- 2. All students will receive Tier 1 and Tier 2 instruction from their general education teachers.**
- 3. Our Response to Intervention model will become more streamlined, thereby ensuring that students who truly have disabilities are easily identified for special education services.**
- 4. Our school-wide reading scores should improve, especially for the students who most struggle.**

## The Options

| Option                                                                        | Pros                                                                                                                                                                                                                                                                                       | Cons                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Option 1: We could leave our schedule as it is.</b>                        | It would be easy.                                                                                                                                                                                                                                                                          | That would ignore:<br>• Our district's model of iipm (our district's model of response to intervention)<br>• Federal requirements about the purpose of Title 1 funding for schools<br>• State and federal legislation around the Response to Intervention model for identifying students for special education services |
| <b>Option 2: We could turn down Title 1 funding for our school.</b>           | We would not have to change our schedule.                                                                                                                                                                                                                                                  | This would mean that students who most need early interventions would not have access to the skill development they need to be successful in school.                                                                                                                                                                    |
| <b>We could change our schedule so that Title 1 is a Tier 3 intervention.</b> | This would mean that students who most need access to their core curriculum with specific skill development in addition to that core curriculum will be able to have those resources (Friedman).<br>It may also mean that we have enough Title 1 resources to start interventions in math. | This is difficult, because it is a change for teachers (LaRocco & Murice, 2009).                                                                                                                                                                                                                                        |

## Resources

- Fischer, D. and Frey, N. (2010). Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention. ASCD.
- Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step Toward Academic Recovery. *The Reading Teacher*, 64(3), 207-210.
- LaRocco, D. J., & Mordica, P. (2009, October). Understanding teachers' concerns about implementing response to intervention (RTI): Practical implications for educational leaders. Paper presented at the 40th Annual Northeast Educational Research Association Conference, Rocky Hill, CT.
- Mellard, D., McKnight, M. & Woods, K. (2009). Response to Intervention Screening and Progress-Monitoring: Practices in 41 Local Schools. *Learning Disabilities Research & Practice*, 24(4), 186-195.
- Tigard-Tualitin School District (2008). How the EBIS/RTI Process Works in Elementary Schools. [www.ttsd.k12.or.us](http://www.ttsd.k12.or.us)