Developing an Effective Master Schedule that Supports a Multi-Tiered System of Supports

Florida Problem Solving/Response to Intervention Project

ISRD Winter Institute
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Link to Resources

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Statewide Learning & Development Facilitators

- Pam Sudduth - Literacy
- Shelby Robertson - Math/Science
Session Objectives

Participants will:

- Increase knowledge of how to develop a master schedule that allows for multiple tiers of instruction and intervention
- Increase knowledge of the philosophy, infrastructure and processes necessary for developing schedules to meet student needs
- Increase knowledge of resources available to help develop schedules to meet student needs
If the eyes are...
the window to the soul
Then the Master Schedule is... the window to the soul of the school
The Master Schedule is:

- One of a principal’s most important tools
- A function of the school’s philosophy
- A reflection of its vision
- A blueprint for its resource allocation

It reveals the true beliefs, attitudes, values, and priorities of the school.
Leadership

Scheduling to maximize student success and address student needs

Targeted Instruction ➡ Constant ➡ Time ➡ Constant ➡ Learning ➡ Variable

Variable + Constant = Constant

Variable ➡ Targeted Instruction

Variable ➡ Time

Constant ➡ Learning

Variable ➡ Constant
Turn and Talk

What would it look like if we put into practice the belief that learning is constant and targeted instruction and time are variable?
LEADERSHIP:
A TEAM APPROACH TO MASTER SCHEDULING

• No free passes
• Build your team
• Play the long game
• Have tough conversation
• Can’t make everyone happy

GOAL: Create a schedule that maximizes student outcomes and teacher success
1. Convene a Team
2. Determine Student Need
3. Map Resources
4. Create the Schedule
5. Achieve Consensus, Get Feedback and Share
6. Implement, Monitor and Revise
1. CONVENE A TEAM

- Who should be on this team? Elementary and secondary
- Beliefs/consensus that student learning drives the master schedule
- Determine meeting logistics and timeline
- Communicating with staff and stakeholders along the way, throughout the process
- Assessing student and teacher needs
2. DETERMINE STUDENT NEED

- Examine data sources for current students
  - Diagnostic, universal screener, EWS, etc.
- Determine additional data needed to inform student needs
- Consider SWDs, ELLs, sub-groups
- Examine data for incoming students
- Create a fluid process for data review
Consideration for Support

Supplemental Tier 2
- Provided to some students receive
- Focused on addressing skills that pose a barrier to learning
- Standard protocol approach may be utilized

Aligned with Tier 1 instruction
- Provided in addition to Tier 1 instruction
- Data-based decisions

Both

Intensive Tier 3
- Provided to very small groups and/or individual students
- Most intensive instruction available
- Addresses the most significant barriers to learning

Tier 2 Tier 3
3. MAP RESOURCES

What do we have to support our students?

• Examine available resources in relation to student need
• Determine the areas for which there are gaps
• Determine how to fill the gaps between student need and resources
<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum/materials</td>
</tr>
<tr>
<td>Target area</td>
</tr>
<tr>
<td>Grade levels</td>
</tr>
<tr>
<td>Tiers of instruction</td>
</tr>
<tr>
<td>Personnel trained</td>
</tr>
</tbody>
</table>

Within the content, which target areas, grades or tiers have gaps?
## Investigate Resources

### INVENTORY AND ANALYZE AVAILABLE MATERIALS

- Research
- Evidence of success
- Content
- Skills addressed
- Instructional methodology
- Engagement

### INVESTIGATE ADDITIONAL RESOURCES

- Determine the process that will be used
- Initiate a plan
- Discover additional resources
Evidence-Based Practices

Find Evidence-Based PK-12 Programs
Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

Evidence for ESSA
Evidence-Based Practices

FLORIDA CENTER FOR READING RESEARCH

Reading Program Repository

The Reading Program Repository was established to provide a one-stop shop to support Florida Local Education Agencies (LEAs) with being good consumers of research when selecting reading programs that best meet the needs of their students. The collection of reading programs listed in this repository is based on LEA program selections through the High-Quality Reading Curriculum Grant. The Reading Program Repository will continue to expand, including only programs of interest to Florida LEAs. Each of the programs included in the repository have been reviewed by either the What Works Clearinghouse or Evidence for ESSA. You can use the filter below to pull information on specific programs. Click on a program sub-header for quick-glance information, or on the "READ MORE" link for a full program description.
## Align Staff to Need

<table>
<thead>
<tr>
<th>Examine</th>
<th>Determine</th>
<th>Survey</th>
</tr>
</thead>
</table>
| Examine staff capacity and strength | Determine staff with specialization in:  
  - Literacy  
  - ELL  
  - Math  
  - Special Education  
  - Specific instructional strategies  
  - Programs | Survey staff who are interested, available and willing to teach intervention courses, but may need additional support or training  
Create a plan for supporting staff |
Let’s check in...

How feasible is this process so far?
What supports would be needed?
What questions do you have?
4. CREATE THE SCHEDULE

- Students
- Personnel
- Logistics
- Intervention/Enrichment
- Time
- Flexible System
- Course Credits
ELEMENATARY

- More opportunities
- Staggered Intervention/Enrichment (I/E) time
- ELA/Math time
- Grouping
- Push in/Pull out
- Shave

<table>
<thead>
<tr>
<th></th>
<th>8:30-9:15</th>
<th>9:15-10:00</th>
<th>10:00-10:45</th>
<th>10:45-11:30</th>
<th>11:30-12:15</th>
<th>12:15-1:00</th>
<th>1:00-1:45</th>
<th>1:45-2:30</th>
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<tbody>
<tr>
<td>Gr. 1</td>
<td>I/E</td>
<td>Integrated Core Instruction - ELA</td>
<td>Recess/Lunch</td>
<td>Integrated Core Instruction SS/SCI</td>
<td>Specials Educator Planning/ Team</td>
<td>Integrated Core Instruction - Math</td>
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<tr>
<td>Gr. 2</td>
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<td>Integrated Core Instruction - ELA</td>
<td>I/E</td>
<td>Integrated Core Instruction SS/SCI</td>
<td>Recess/Lunch</td>
<td>Integrated Core Instruction - Math</td>
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<td>Gr. 3</td>
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<td>Integrated Core Instruction - ELA</td>
<td>I/E</td>
<td>Lunch/Recess</td>
<td>Integrated Core Instruction SS/SCI</td>
<td>Specials Educator Planning/ Team</td>
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<td>Gr. 5</td>
<td>Integrated Core Instruction - Math</td>
<td>Specials Educator Planning/ Team</td>
<td>Integrated Core Instruction SS/SCI</td>
<td>Recess/Lunch</td>
<td>I/E</td>
<td>Integrated Core Instruction - ELA</td>
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**Available in Google Drive**

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Master Schedule Example

SECONDARY

- Use of Electives
- Block Schedule
- Shaved Time
- Rearranged staff assignments
- Multiple Supports
- Credit Recovery

BEFORE

- Block 1
- Block 2
- Block 3
- Block 4

AFTER

- Block 1
- Flex Block
- Block 2
- Block 3
- Block 4
5. ACHIEVE CONSENSUS, GET FEEDBACK, AND SHARE

- Draft Dissemination
  - Decisions Rationale
  - Staff/Department Meetings
- Feedback
  - Type
  - Collection
  - Acceptability criterion
- Stakeholder Communication
  - Staff
  - Parents/Students
  - Community Partners
6. IMPLEMENT, MONITOR, AND REVISE

- Implement the new master schedule
- Monitor functionality
- Monitor effectiveness
- Revise
Implement the new master schedule

- Expect hiccups
- Provide support
- Be flexible!
Monitor Functionality

Are we doing what we said we’d do and how well is it functioning?

- Conduct observations
- Gather info from stakeholders
  - What info
  - How to get it
  - When to get it
Monitor Effectiveness

Is the new master schedule resulting in the improved student outcomes that we expected?

- Measuring the impact
  - Data collected, frequency
- Expected outcomes
  - What and by when
- Changes observed at all tiers
Revise

Minor tweaks versus major changes

- Reviewing functionality and effectiveness data
  - Frequency of review and frequency of adjustments
- Unexpected situations
- Adjustments for the following year
Let’s check in...

How feasible is this process?
What supports would be needed?
What questions do you have?
More from the Florida PS/RtI Project

Small District, Big Goals: Strategic Planning and Problem Solving with DeSoto County School District

Presenters:

Christina McCray, *DeSoto County Schools ESE Director*

Kelly Justice, Shelby Robertson, Pam Sudduth, Deanne Cowley, *PS/RtI Project*

Concurrent Session #3, 2:45-4:00 pm
Thank you...
And please connect with us!

The Florida Problem Solving/Response to Intervention Project
http://www.floridartipi.usf.edu/

PS/RtI Technology & Learning Connections
https://www.tlc-mtss.com/

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