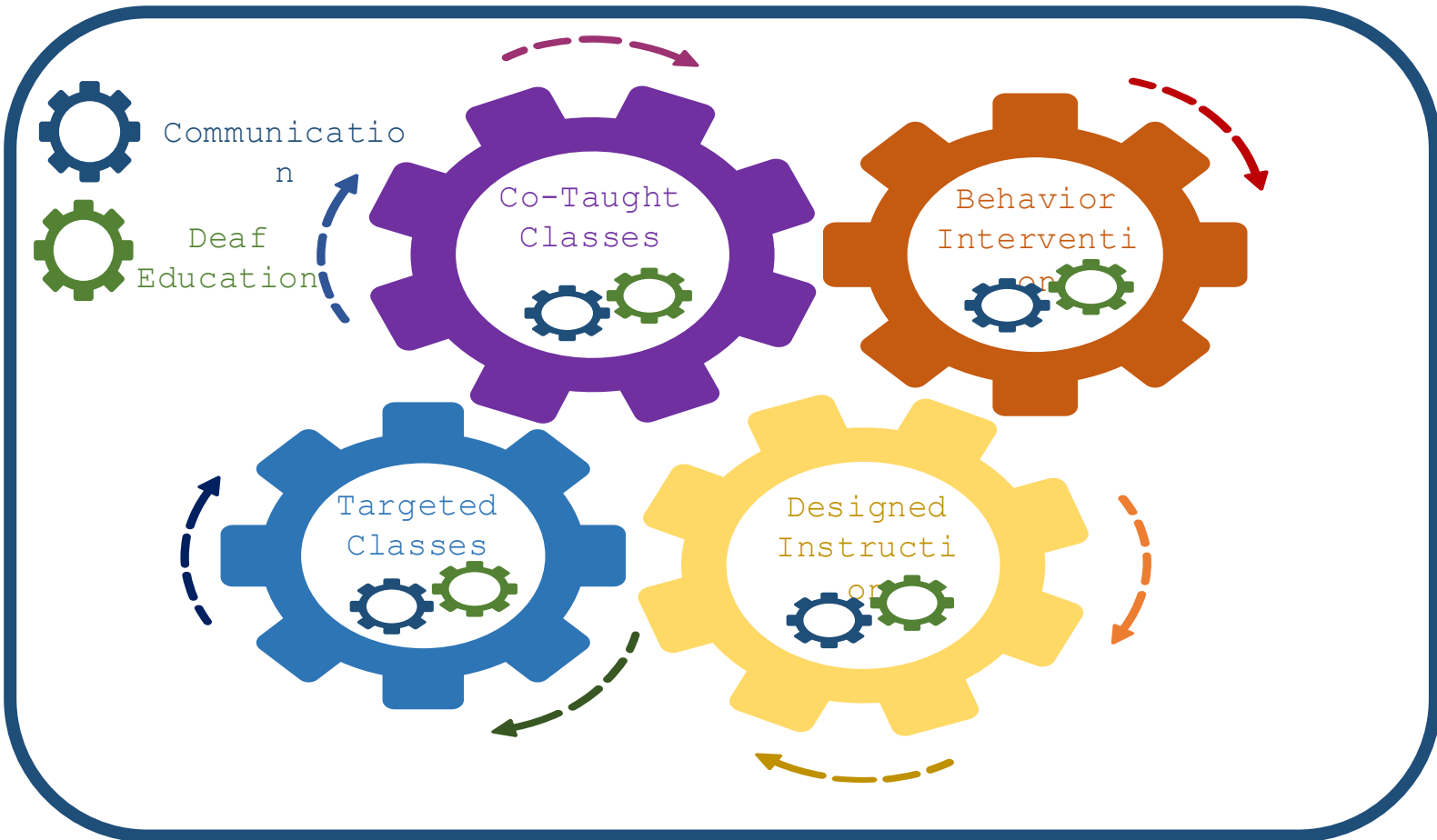


Master Schedule Planning Process – Secondary

Continuum of Services Model



Students enroll in classes based on intervention needed.

Goal Areas	Tier 1	Tier 2	Tier 3
Reading & Writing	Gen Ed Only	Co-Taught	Targeted
Math	Gen Ed Only	Co-Taught	Targeted
Behavior Intervention	Advisory	Learning Ctr	PCOP

Master Schedule Planning Process – Secondary

Fixed Services “Neighborhood” Model

English 7 & 8

- ❑ Special education teacher spends 1 day per week
- ❑ 1 day per week to conduct progress monitoring.

Social Studies 7 & 8

- ❑ Special education teacher spends 1 day per week

Math 7 & 8

- ❑ Special education teacher spends 1 day per week
- ❑ Para educator spends 1 day per week to conduct progress monitoring.

Science 7 & 8

- ❑ Special education teacher spends 1 day per week

Advisory

- ❑ Daily

Co-planning

- ❑ 1/week with full team

All students enroll in supported gen ed.

Goal Areas	Tier 1	Tier 2	Tier 3
Reading & Writing / ELA	Gen Ed w/support	Gen Ed w/support	Gen Ed w/support
Math	Gen Ed w/support	Gen Ed w/support	Gen Ed w/support
Behavior Intervention	Advisory Gen Ed	Advisory Special Ed	BI Special Ed

Master Schedule Planning Process – Secondary

February: Gather School-Based Data

Key Performance Indicators	Tier 1 Gen/SpEd	Tier 2 Gen/SpEd	Tier 3 Gen/SpEd
Reading	137/4	98/17	17/19
Math	100/2	133/9	40/30

Reflect on the Data:

- Are **Tier 1** (GL to -1) students exposed to opportunities to stretch?
- Are **Tier 2** (GL to -2, -3+) students exposed to *supplemental interventions* designed to build critical gaps in skills?
 - How have gaps being addressed been identified?
- Are **Tier 3** (GL to -4 or more) students exposed to *intensive interventions* designed for at-risk learners?



March: Gather Move-Up Data

Student	R Present GradeLevel 1	W Present GradeLevel 1	M Present GradeLevel	Behavior EF or AM*
Leia	No goal	No goal	4 Dreambox	Anger Mgmt
Luke	2 MAP	2 CBA	3-4 CBA	Exec Func
Han	1 MAP	2 CBA	2 Dreambox	No goal
Artu	4 MAP	3 CBA	No goal	No goal

Reflect on the Data:

- Are levels determined by teacher made tests or formal assessments?
 - If possible, get two data points (e.g., MAP/Lexia/Moby Max)
- Behavior: ask about interventions attempted, description of typical escalation, typical triggers, times per day or week needing resource room support
- Behavior: Do teacher descriptions match documented discipline history?
 - Discern whether student needs behavior goal served with brief, daily organization and anxiety coaching in Advisory OR needs access to a behavior class (using an elective credit).
- Key people involved: elementary case managers, middle school special ed department lead, school psychologist.

*Executive Function-related or Anger Management-related

Master Schedule Planning Process – Secondary

April: Determine Placements

Student	ELA	Math	Behavior
Leia	Supported	Supported	AM – Adv R/PCOP
Luke	Targeted	Supported	EF – Advisory Sped + possibly Learning Ctr
Han	Targeted	Targeted	None – Advisory Gen
Artu	Supported	Gen Ed	None – Advisory Gen

Reflect on the Data:

- Consider supports that may be needed even in non-goal areas.
 - In an inclusive model, support can be delivered in gen ed settings
- What are behavior needs of students and which groupings will promote progress?
- Consider “best fit” teachers for gen ed only content areas.



May: Refine Placements with Team

Reflect on the Data:

- Are current students making progress in current setting?
 - Is student ready for fading support?
 - Does student need increased support?
- Which rising students are “on the bubble” and need to be observed for possible setting changes?
- Are students needing Tier 3 supports appropriately spread across non-goal area content classes?
- Where will para educator support be most effectively used?