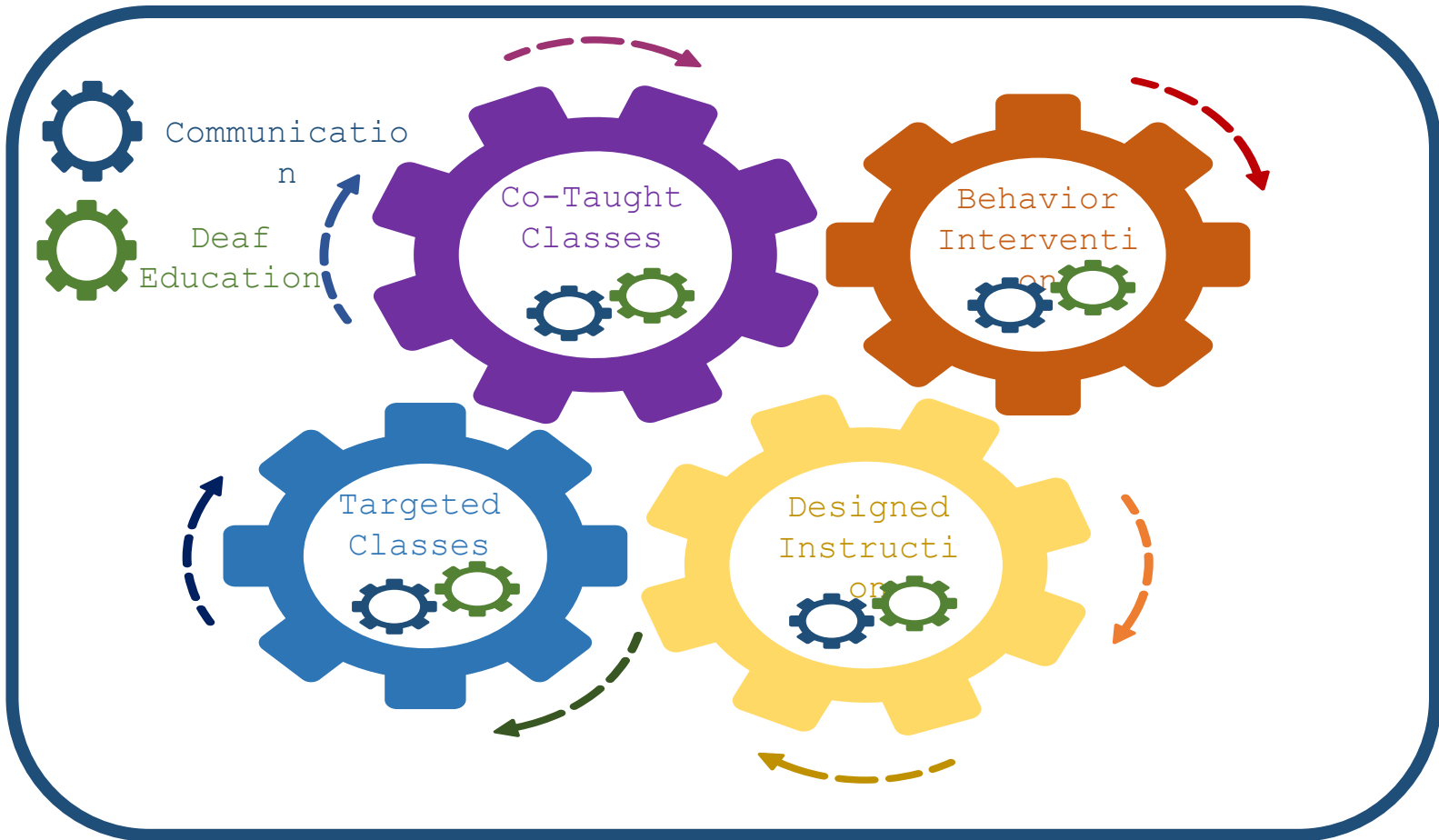


# Master Schedule Planning Process – Secondary

## 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.

### Math 7 & 8

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

### Social Studies 7 & 8

- ❑ Special education teacher spends 1 day per week

### Advisory

- ❑ Daily

### Co-planning

- ❑ 1/week with full team

### Science 7 & 8

- ❑ Special education teacher spends 1 day per week

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 #G/#S	Tier 2 #G/#S	Tier 3 #G/#S
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 Level	W Present Level	M Present Level	Behavior EF or AM*
Leia	No goal	No goal	4 Dreambox	Anger Mgmt
Luke	2 Literably	2 CBA	3-4 CBA	Exec Func
Han	1 Literably	2 CBA	2 Dreambox	No goal
Artu	4 Literably	3 CBA	5 Dreambox	No goal

Reflect on the Data:

- Are levels determined by teacher made tests or formal assessments?
  - If possible, get two data points (e.g., Literably/Lexia/Moby Max)
- Behavior: ask about interventions attempted, description of typical escalation, typical triggers
- 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	Co-Taught	Co-Taught	AM – Adv R/PCOP
Luke	Targeted	Co-Taught	EF – Adv R/Learning Ctr
Han	Targeted	Targeted	None – Adv R
Artu	Co-Taught	Gen Ed Only	None – Adv G

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.
- Consider whether higher level math only or writing only students would be best supported in Tier 1 classes.



## 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?