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

Florida Problem Solving/Response to Intervention Project
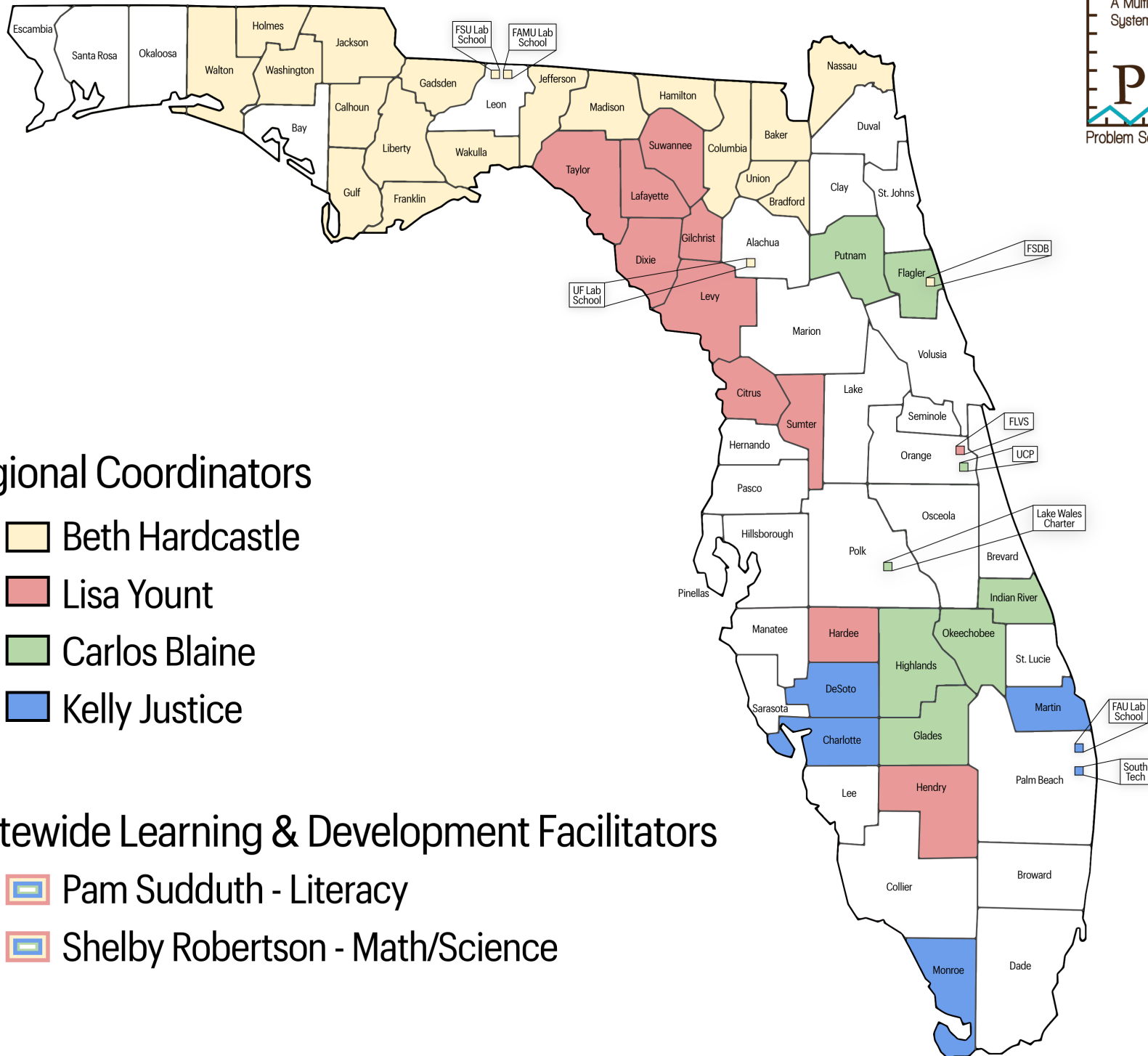
ISRD Winter Institute

January 25, 2023

🐦 @flpsrti #flpsrti

Link to Resources

https://bit.ly/2023MSISRD

Regional Coordinators

- Beth Hardcastle
- Lisa Yount
- Carlos Blaine
- Kelly Justice

Statewide Learning & Development Facilitators

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

County and location labels:

Escambia, Santa Rosa, Okaloosa, Holmes, Walton, Washington, Jackson, Calhoun, Gadsden, Bay, Liberty, Gulf, Franklin, Wakulla, Leon, FSU Lab School, FAMU Lab School, Jefferson, Madison, Hamilton, Suwannee, Columbia, Baker, Nassau, Duval, Union, Bradford, Clay, St. Johns, Taylor, Lafayette, Gilchrist, Alachua, UF Lab School, Dixie, Levy, Putnam, Flagler, FSDB, Marion, Volusia, Citrus, Lake, Seminole, FLVS, Sumter, Orange, UCP, Hernando, Pasco, Osceola, Lake Wales Charter, Brevard, Hillsborough, Polk, Pinellas, Indian River, Manatee, Hardee, Okeechobee, St. Lucie, Highlands, DeSoto, Martin, FAU Lab School, Sarasota, Charlotte, Glades, Palm Beach, South Tech, Lee, Hendry, Broward, Collier, Dade, Monroe

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

Constant

Constant

Variable

Targeted Instruction

+

Time

=

Learning

Variable
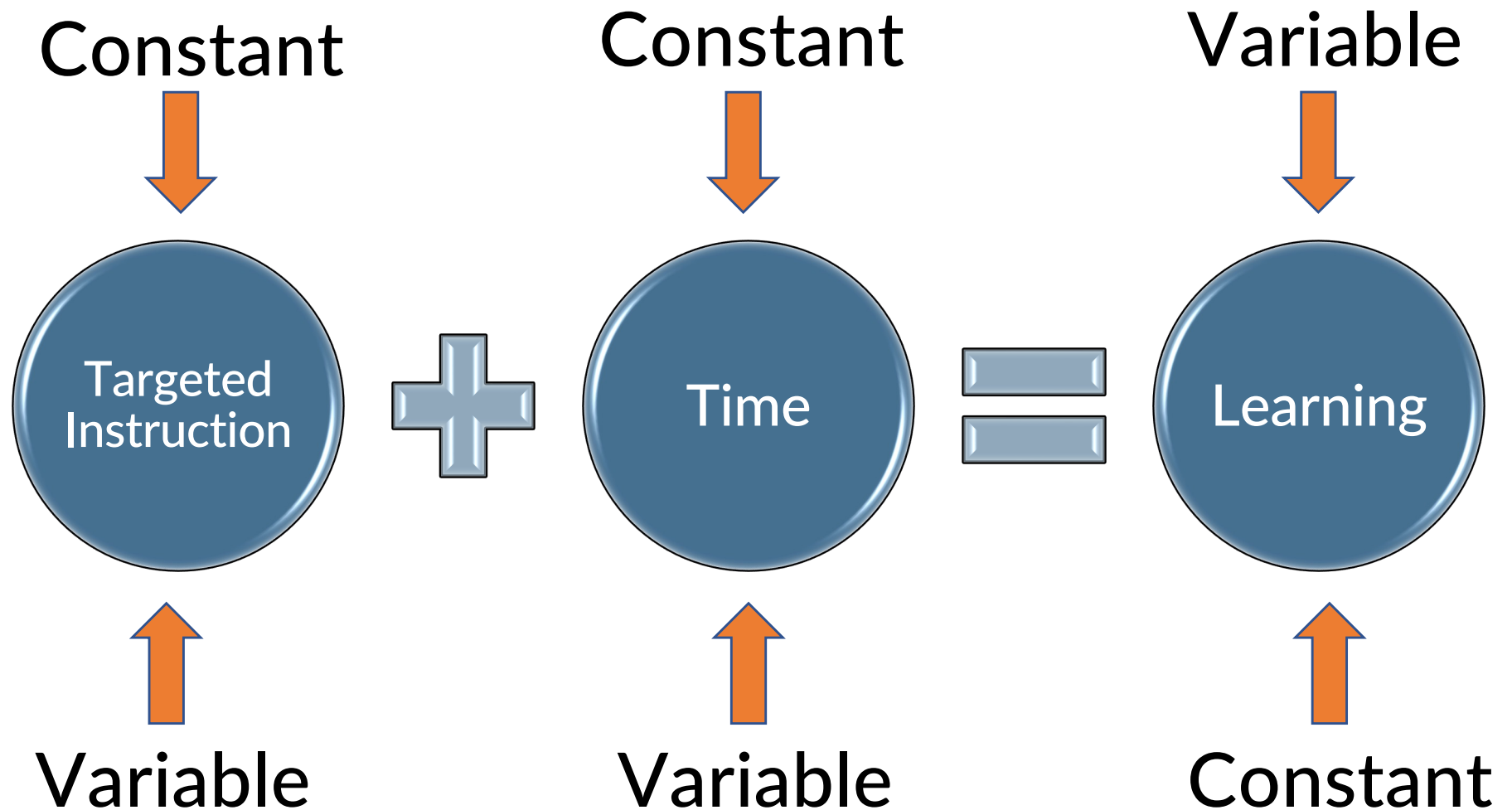
Variable

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

STEPS FOR DEVELOPING A MASTER SCHEDULE

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
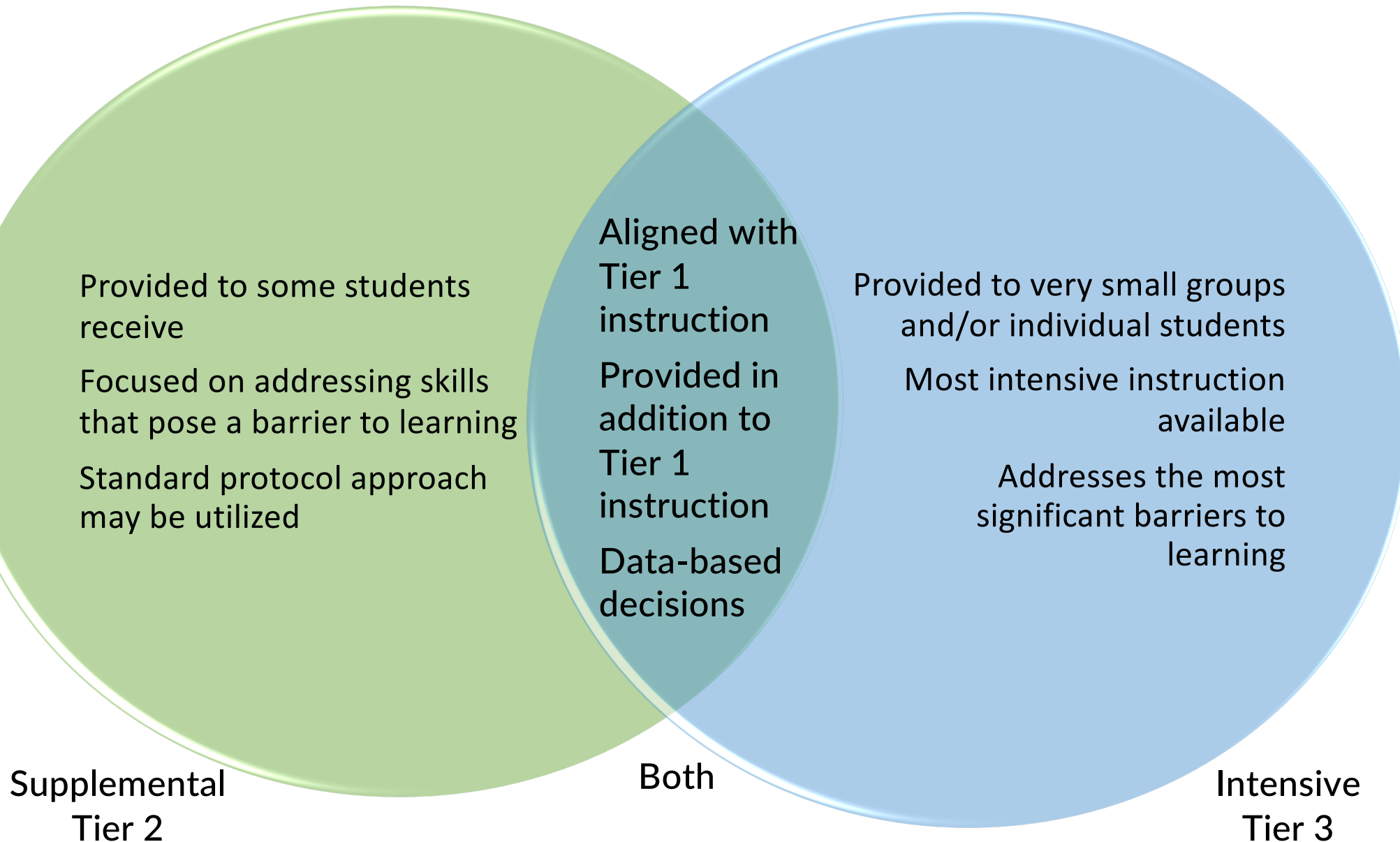
- Assessing student and teacher needs

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

Both

Aligned with Tier 1 instruction

Provided in addition to Tier 1 instruction

Data-based decisions

Intensive Tier 3

Provided to very small groups and/or individual students

Most intensive instruction available

Addresses the most significant barriers to learning

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
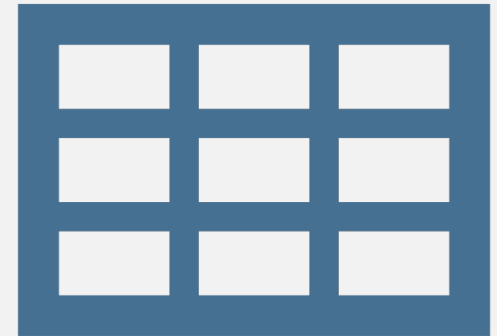
Map It Out

Curriculum/materials

Target area

Grade levels

Tiers of instruction

Personnel trained

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

Evidence for ESSA

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.

LEARN MORE ABOUT ESSA →

Reading

Math

Social-Emotional

Attendance

Science

Writing

Evidence-Based Practices

FLORIDA CENTER FOR READING RESEARCH

HOME   ABOUT ▾   NEWS   PROJECTS ▾   DIVISIONS ▾   PEOPLE ▾   RESOURCE DATABASE   FCRR STUDENT CENTER ACTIVITIES ▾

STUDENT EXPERIENCE ▾   SUPPORT

FOR EDUCATORS   FOR FAMILIES

HOME / READING PROGRAM REPOSITORY

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

Examine	Determine	Survey
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

Pause and Reflect

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

Master Schedule Example

ELEMENTARY

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

STUDENTS								
45 Minute Blocks	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30
K	Integrated Core Instruction - ELA		I/E	Lunch/ Recess	Integrated Core Instruction - Math		Specials Educator Planning/ Team	Integrated Core Instruction SS/SCI
Gr. 1	I/E	Integrated Core Instruction - ELA		Recess/ Lunch	Integrated Core Instruction SS/SCI	Specials Educator Planning/ Team	Integrated Core Instruction - Math	
Gr. 2	Specials Educator Planning/ Team	Integrated Core Instruction - ELA		I/E	Integrated Core Instruction SS/SCI	Recess/ Lunch	Integrated Core Instruction - Math	
Gr. 3	Integrated Core Instruction - Math		Integrated Core Instruction - ELA		I/E	Lunch/ Recess	Integrated Core Instruction SS/SCI	Specials Educator Planning/ Team
Gr. 4	Integrated Core Instruction SS/SCI	Integrated Core Instruction - Math		Specials Educator Planning/ Team	Lunch/ Recess	Integrated Core Instruction - ELA		I/E
Gr. 5	Integrated Core Instruction - Math		Specials Educator Planning/ Team	Integrated Core Instruction SS/SCI	Recess/ Lunch	I/E	Integrated Core Instruction - ELA	
EDUCATORS								
Specials	Gr. 2		Gr. 5	Gr. 4		Gr. 1		K
Specialists	Gr. 1		K	Gr. 2	Gr. 3	Gr. 5		
Content Educators	Planning Gr. 2		Planning Gr.5	Planning Gr. 4				
Lunch				K, Gr. 1	Gr. 4, Spec			

Available in Google Drive

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.floridarti.usf.edu/

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

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