

# Scheduling Interventions

IN SECONDARY GRADES



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# The Challenges

## Constraints (Obviously!)

No one needs to remind teachers of the finite amount of time available each hour, day, week, and semester of the school year. No one feels it more than you!

Beyond time constraints, though, are others that prevent efficient and effective interventions:

- lack of available specialized teachers
- lack of appropriate materials for intervention
- cost of intervention programs and additional instructional time
- changing requirements for the need for intervention
- inadequate assessments to identify specific needs
- rotating door of students in need of intervention
- students entering school after start dates
- rapidly changing needs of students
- misunderstanding of the use of intervention periods
- inefficient data tracking systems
- parent buy-in
- student buy-in
- communication and continuity across grade levels
- and more!

## ...But There's Hope!

With a list like that, it's a wonder that interventions are even possible, let alone successful!

But of course they can be! Use the checklists and examples on the following pages to help plan for intervention time. Use the links for more information and analyze your data to plan for student needs. Remember, even 20 minutes of intervention a day can be effective!



# Steps for Master Scheduling with Interventions

Master scheduling is a beast of a task. To incorporate an all-school intervention time (that can be combined with tutorial and extension times), it's imperative that the entire schedule be reviewed. These steps help make intervention time a priority:

- Gather data on students (current and incoming)
- Analyze data for types of intervention needs (math, reading, behavior, etc.)
- Share information with stakeholders to create buy-in and problem-solving mindsets; consider making common time for intervention, reteaching, enrichment
- Determine classes types to be added, then create class / credit codes
- Determine number of classes needed for each intervention type using the data and best practices for group sizes and time requirements
- Get creative to determine additional time: take 2- 8 minutes off periods, reduce lunch times or transition times, create an active learning lunch period, or add a period before/after school day
- Poll teachers and develop roster of qualified staff; determine need for additional training
- Appoint scheduling person to oversee student intervention placements
- Create process for reviewing data / screening any students transferring in after start date
- Determine a cutoff date for placement; place students enrolled after this date on waitlist. Use this information when scheduling next semester classes.
- Use intervention time to progress monitor; appoint a data assistant to help enter data into progress monitoring collection programs
- Review progress monitoring information consistently and frequently to determine if more / less is needed
- Review overall intervention effectiveness at the end of each semester; make necessary changes



class schedule



# Get Creative with Time

Making time for interventions within a school day can be tricky. While the needed amount of time ranges from 20 - 40 minutes (depending on the exact intervention), 30 minutes tends to be a "sweet spot." Here are some creative ways to "find" that time - with noted pros and cons!

- 1 Convert homeroom, advisory, or other non-academic periods into intervention (and reteaching / extension) minutes. This is a quick way to grab a solid amount of time.
- 2 Shorten passing periods. This may require some rearrangement of classrooms for students to have less distance to travel, however.
- 3 Shorten class periods. Even 3 minutes a class can give you the time you need to add in an extra period. Be careful not to cut too much into instructional minutes, though.
- 4 Allow teachers the time and autonomy to structure their class periods to **include** intervention. There would have to be fidelity to the intervention program, however, and data collection processes in place.
- 5 During a class period, use a teaching assistant (or adult volunteer) to work with extending / reviewing information with some students while they teacher delivers interventions to the students in need.
- 6 Repurpose **some** lunch minutes to include instruction. Be careful, however, to ensure students (and teachers) have social and break time, too.
- 7 Create a before or after school program. Even a few days a week are helpful!
- 8 Use technology! While low teacher to student ratios are required for in-person instruction, computer aided practice can be accomplished with larger groups. Rotate students between this and in-person help for the most growth.



# Intervention Classroom Schedules

Remember, the overall goal is to supplement, not replace, core instruction with additional opportunities for students to grow. Also, because students' needs change throughout the year, so does the schedule. Here are our most effective agendas throughout the year for a 45-minute intervention class. (This class is classified as an elective during the school day, another way to build in the necessary minutes.)

## Beginning of the Year

### Monday

**Read aloud:** fiction short stories or novel chosen by class

**Word work:** syllables

**Comprehension:** mini-lesson (I do and We do)

### Tuesday

**Read aloud:** fiction short stories or novel chosen by class

**Fluency:** reading long words, phrases, sentences

**Comprehension:** application (We do and You do)

### Wednesday

**Read aloud:** fiction short stories or novel chosen by class

**Word work:** academic vocabulary

**Comprehension:** individualized, independent reading

### Thursday

**(Throwback Thurs.)**  
**Read aloud:**

different format, such as picture book

**Word work:** syllables into long words

**Writing:** dictation of words, phrases, sentences

### Friday

**Independent reading**

**Game Day** (letter, memory, focus games)

## Middle of the Year

### Monday

**Read aloud:** nonfiction short stories or novel chosen by class

**Word work:** long words

**Comprehension:** mini-lesson (I do and We do)

### Tuesday

**Read aloud:** nonfiction short stories or novel chosen by class

**Fluency:** phrases, sentences, passages

**Comprehension:** application (We do and You do)

### Wednesday

**Read aloud:** nonfiction short stories or novel chosen by class

**Word work:** Greek & Latin roots

**Comprehension:** individualized, independent reading

### Thursday

**(Throwback Thurs.)**  
**Read aloud:**

different format, such as picture book

**Word work:** Greek & Latin roots

**Writing:** dictation of words, phrases, sentences

### Friday

**Independent reading**

**Game Day** (word / vocabulary games)

## End of the Year

### Monday

**Read aloud:** book written in verse or graphic novel

**Word work:** synonyms, homonyms

**Comprehension:** mini-lesson (I do and We do)

### Tuesday

**Read aloud:** book written in verse or graphic novel

**Fluency:** long sentences, passages

**Comprehension:** application (We do and You do)

### Wednesday

**Read aloud:** book written in verse or graphic novel

**Word work:** Greek & Latin roots

**Comprehension:** individualized, independent reading

### Thursday

**(Throwback Thurs.)**  
**Read aloud:**

different format, such as picture book

**Word work:** Greek & Latin roots

**Writing:** dictation of sentences (all types)

### Friday

**Independent reading**

**Game Day** (inferring and trivia games)

# Fitting Interventions in Your Week

If you do not have an intervention class that meets daily (even as an elective), fitting in several groups through the week can be just as difficult as creating a master schedule! The student movement is a bit more fluid, but the checklist is close to the same:

- Gather data on students (current and previous year assessments; any history of support)
- Analyze data for types of intervention needs (math, reading, behavior, etc. and level of support)
- If you are creating a common intervention (tutorial / extension) time, share information with stakeholders to create buy-in and problem-solving mindsets; If not, discuss scheduling with teachers
- Determine push-in or pull-out model
- Create groups based on needs / teacher scheduling preferences
- Create weekly or monthly schedule and share with teachers
- Create process for reviewing data / screening students at regular intervals - beginning of year (BOY), middle of year (MOY), and end of year (EOY)
- Determine dates for data review and student movement
- Use intervention time to progress monitor; appoint a data assistant to help enter data into progress monitoring collection programs
- Review progress monitoring information consistently and frequently to determine if more / less is needed and move students accordingly
- Review overall intervention effectiveness at the end of each semester; make necessary changes

Interventions should be explicit, systematic, and sequential. They are more intense in time and instruction with greater needs. Many states now require instructors to choose from a list of approved interventions. Students scoring in the highest needs areas require intervention several times a week.







# Additional Resources and Examples

To read more about scheduling and to see some real-life examples, click on the links below:

- [Flex Periods](#) for middle school (by Edficiency Schedule Success)
- [Flex Periods](#) for high school (by Edficiency Schedule Success)
- [The Principal's Playbook: Scheduling within the Master Schedule](#)
- [Strategies for Scheduling](#)
- [ERS Intervention Blocks](#)
- [Edutopia Blog](#)
- [Resilient Educator](#)
- [RTI Action Network](#)
- [The Difference between Push-in and Pull-out Services](#)
- [Which is Best Pull-out or Push-in Interventions?](#)



# Scheduling Notes

Use this page to plan your schedules. Remember to review your district and state expectations for time amounts and programs.

Every school  
year contains  
180 days to  
change the  
life of a  
reader.

