

RTI Scheduling Considerations Checklist

Elementary Level

Reading and Mathematics



Planning and organizing for a successful RTI framework includes a strategic and purposeful approach to school scheduling. The purpose of this document is to provide topics for consideration as elementary school principals and RTI teams build a school schedule that addresses the needs of struggling students.

Master Schedule Considerations

- Master schedule includes intervention blocks as needed to provide reading and mathematics support at each grade level
- Tier II and Tier III intervention is provided for some students before or after the regular school day
- Schedule includes curriculum elements required by Policy 2510 as appropriate for each programmatic level
- Reading and mathematics blocks are staggered to increase opportunities for interventionist to work in Tier I and provide Tiers II and III (For example, Kindergarten reading is scheduled from 8:30-10:00, first grade is from 9:00-10:30; fourth grade math is scheduled from 12:30-1:30, fifth grade math is from 1:00-2:00)
- Non-negotiable times associated with itinerant personnel are locked in first (e.g., PE teacher, music and art teachers, etc.)
- Staff who are shared between schools are considered in the scheduling process
- Class lists are balanced to provide opportunities for optimal use of differentiated instruction strategies and reflect proportional balance of student needs
- Collaborative meetings for teachers (before school, after school, common planning times)

Student Achievement Data Considerations

- At each grade level, the number of students who require strategic (Tier II) and intensive (Tier III) intervention are considered
- Grade levels with large numbers of struggling students are given priority for intervention sessions and staff
- Grade levels that require support in Tier I are considered priorities in interventionist schedules

Personnel Considerations

- Title 1 and special education teachers are scheduled efficiently and in consideration of classrooms with greatest student needs
- Interventionists are assigned intervention groups rather than other school duties such as lunch room supervisor, bus duty, or in-school suspension monitor
- Other personnel qualified such as speech/language pathologists, librarians, or contracted retired teachers are considered to provide intervention

Logistical Considerations

- A school-wide intervention plan has been determined and implemented. Formats include, but are not limited to:
 - Walk-to-Intervention organized across grade levels and provided by a variety of qualified teaching professionals
 - Pull-Out by Title 1 or special education teachers
 - Push-In by Title 1 or special education teachers
 - Itinerant support staff (e.g., speech therapists could provide Intensive Phonological Awareness Program for kindergarten and first grade) assist with the RTI framework at your school
 - Students with common needs may be grouped across grade levels (e.g., second and third grade students who need additional instruction in understanding subtraction may be grouped together)