

Acceleration and/or Intervention Strategies and the Master Schedule – some examples: *(work in progress)*

Includes examples from:

- *Adlai E. Stevenson High School, District 125, Lincolnshire, Illinois*
- *Cinco Ranch High School, Katy Independent School District, Katy, Texas*
- *Concord High School, Mt. Diablo Unified School District, Concord, California*
- *Mountain View High School, Alpine School District, Orem, Utah*
- *Whittier High School, Whittier Union High School District, Whittier, California*
- *Walt Whitman High School, Montgomery County Public Schools, Bethesda, Maryland*

Adlai E. Stevenson High School

District 125

Lincolnshire, Illinois

Mission: Success for Every Student

Values: Excellence in Education; Success for Every Student; Teaching and Learning
Student Responsibility

Graduation Requirements:

English – 8 semester/credits

Mathematics – 6 semester/credits

Biology – 2 semester/credits

Physical Science – 2 semester/credits

U.S. History – 2 semester/credits

World History – 2 semester/credits

Government – 1 semester credit

Economics or Consumer Education – 1 semester credit

Health – 1 semester credit

Drivers Education – 1 semester credit

Required Electives – 2 semester/credits

Additional credits & physical education – 17 semester /credits

Total Credits – 45

School Day Schedule

Begins at 8:05 a.m.

Ends at 3:25 p.m.

Each student is expected to be in attendance during these hours. There are eight 50-minute periods each school day, including a mandatory lunch period. “Early bird” classes are also offered in physical education and certain AP science classes. Alternate schedules are following periodically throughout the school year to allow for various activities and meetings.”

- Eight 50-minute periods
- Typically, each student takes at least six classes (50 minutes each)
- Freshmen and sophomores have one study hall (50 minutes)
- Juniors and seniors passing all classes have one free period.
- Freshmen have 25-minute advisory/15-minute lunch.
- Sophomores, juniors, and seniors passing all classes have 50-minute lunch.
- Options to retake classes, options for juniors and seniors to develop an independent study, opportunities for audits of courses

Regular Day Schedule

Period	Time
Detention	7:20 – 8:00
1	8:05 – 9:00
2	9:05 – 9:55
3	10:00 – 10:50
4	10:55 – 11:45
4a	10:55 – 11:15
4b	11:25 – 11:45
5	11:50 – 12:40
5a	11:50 – 12:10
5b	12:20 – 12:40
6	12:45 – 1:35
6a	12:45 – 1:05
6b	1:15 – 1:35
7	1:40 – 2:30
8	2:35 – 3:25
Detention	3:35 – 4:15

Second Day of the Week

Period	Time
Detention	7:45 – 8:25
1	8:30 – 9:24
2	9:29 -10:13
3	10:18 – 11:02
4	11:07 – 11:57
4a	11:07 – 11:27
4b	11:37 – 11:57
5	12:02 – 12:52

5a	12:02 – 12:22
5b	12:32 – 12:52
6	12:57 – 1:47
6a	12:57 – 1:17
6b	1:27 – 1:47
7	1:52 – 2:36
8	2:41 – 3:25
Detention	3:35 – 4:15

Late Arrival /Faculty Collaboration Time Schedule

Period	Time
Detention	9:45 – 10:25
1	10:30 – 11:05
2	11:10 – 11:40
3	11:45 – 12:15
4	12:20 – 12:55
5	1:00 – 1:35
6	1:40 – 2:15
7	2:20 – 2:50
8	2:55 – 3:25
Detention	3:35 – 4:15

See description of Intervention Strategies as well as a set of program forms for Guided Study, the Mentor program, and more at Adlai Stevenson at <http://www.wmsd.org/ge/cl/ctf/High%20School%20Reform%20Information/Adlai%20E.%20Stevenson%20HS%20Pyramid%20of%20Strategies.pdf>

Intervention strategies include (among others): Special Education Placement, Case Study Evaluation, Ombudsman Placement, Child Review Team, Mentor Program Placement, Guided Study Program, Itinerant Support Program, Insight Class, Student Assistance Team Referral, SST and Teacher Conference with Parent, Doctor Verification, Social work contact/Peer Mediation, Student Placed on Weekly Progress Reports/Eligibility List, Counselor Conference with Student and Parent, Good Friend Program, Counselor Phone Calls to Parents, Counselor Meeting with student, Freshmen Mentor Program, Counselor Watch, Survival Skills for High School.

Based on language arts and math assessments, students may be scheduled into supplemental math and/or English classes

After common assessments, Adlai Stevenson offers RED Days (Remediation/Enrichment periods);

A full-time Guided Studies teacher is on staff (contract-learning, etc.)
 Seniors who tutor at least twice a week can carry a lighter course load

Cinco Ranch High School

Katy Independent School District

Katy, Texas

(serves approximately 3100 students)

Bell Schedule Tuesday, Wednesday & Friday

Period	Time	Minutes
1	7:30 – 8:19	49
2	8:26 – 9:15	49
Announcement	9:15 – 9:20	5
3	9:27 – 10:16	49
Lunch (A)	10:16 -10:46	
4 th period	10:53 – 11:44	
5 th Period	11:51 – 12:41	
Lunch (B)		
4 th period	10:23 – 11:13	
Lunch	11:13 – 11:44	
5 th period	11:51 – 12:41	
Lunch (C)		
4 th period	10:23 – 1:13	
5 th period	11:20 – 12:11	
Lunch	12:11 – 12:41	
6	12:48 – 1:36	50
7	1:45 – 2:35	50

Monday & Thursday

Period	Time	Minutes
1	7:30 – 8:16	46
2	8:23 – 9:09	46
Advisory	9:09 – 9:41	32
3	9:48 – 10:34	46
Lunch (A)	10:34 -11:04	30
4 th period	11:11- 11:57	46
5 th Period	12:04 – 12:50	46
Lunch (B)		
4 th period	10:41 – 11:27	46
Lunch	11:27 – 11:57	30

5 th period	12:04 – 12:50	46
Lunch (C)		
4 th period	10:41 – 11:27	46
5 th period	11:20 – 12:11	46
Lunch	12:11 – 12:41	30
6	12:57 – 1:43	46
7	1:50 – 2:35	45

- Seven periods
- Freshmen must enroll in one study hall to provide time for intervention
- Intensive study skills
- Response to Intervention (RTI) –multi-tiered approach includes collaborative, interdisciplinary teams, RTI Coordinator helps faculty utilize student performance data to make informed instructional decisions
- Hired a full time instructional coach
- Before-and after-school tutoring
 - Each teacher tutors twice a week as part of duty
- Choice of detention or tutoring if fail to show
- National Honors Society students tutor during study hall
- Progress reports or report cards every three weeks
- Technology is viewed as a learning accelerator. Students are able to complete online instruction if they are struggling in a class. Science teachers utilize video conferencing. There is online credit recovery. There are discussion forums for some classes that support assistance to students. Parents are emailed upcoming assignments and progress reports.
- During the spring before a student enters Cinco Ranch HS, the principal from the middle school and the principal from the high school meet to discuss strategies of support for individual students who will be entering the high school.
- There is a special day reserved for freshmen to become well acquainted with the high school; this is supported by upper classmen.

Concord High School

Mount Diablo Unified School District
Concord, California

6 periods A/B with a 40-minute Intervention & Enrichment Period that meets at the end of the day on the four block days each week.

Monday & Thursday	BLOCK DAYS	Tuesday & Friday
0	7:10 – 8:05	0

1 st	8:10 – 10:00	2 nd
Brunch	10:00 – 10:10	Brunch
3 rd	10:15 – 12:05	3 rd
Lunch	12:05 – 12:35	Lunch
5 th	12:40 – 2:30	6 th
I&E/SSR	2:30 – 3:10	I&#SSR

Period	Wednesdays
0	7:10 – 8:05
1 st	8:10 – 9:05
2 nd	9:10 – 10:00
3 rd	10:05 -10:55
Lunch	10:55 – 11:25
4 th	11:30 – 12:20
5 th	12:25 – 1:15
6 th	1:20 – 2:10
Staff Meetings	2:15 – 3:10

I & E (Intervention and Enrichment) is a 40 minute period at the end of each block school day where students can complete homework, receive assistance from students and teachers, attend interventions, make-up tests/class work/projects, engage in silent sustained reading and/or use the time for general study purposes.

I&E begins at 2:30 p.m. each block school day and ends at 3:10 p.m.

Attendance is taken.

Students need either a pre-signed “daily” pass or a “lifetime” pass to move from one classroom to another during I&E time.

Priority Days:

A reminder that each department has their own priority day in the event that a student is requested to be in more than one class during any given I&E period. On these priority days, students should attend the I&E class whose day it is, and attend their other needed I&E class on the next available day. The priority days are as follows:

Monday: English

Tuesday: Math

Thursday: Science

Friday: Social Science, Electives, Physical Education

Mountain View High School

Alpine School District

Orem, Utah

Flex Information/ Flex Time

2013-2014 Bell Schedules

Regular Flex Day (Tuesday-Friday)

Schedule 1

A1/B5	7:45 – 9:05 (80 minutes)
A2/B6	9:10 – 10:30 (80 minutes)
A3/B7	10:35 – 11:55 (80 minutes)
Flex	11:55 – 12:20 (25 minutes)
Lunch	12:20 – 12:50 (30 minutes)
A4/B8	12:55 – 2:15 (80 minutes)

Collaborative Day (Monday)

Alternate Schedule 1A

A1/B5	7:45 – 9:00 (75 minutes)
A2/B6	9:05 – 10:15 (70 minutes)
A3/B7	10:20 -11:30 (70 minutes)
Lunch	11:30 – 12:00 (30 minutes)
A4/B8	12:05 – 1:15 (70 minutes)
Teacher Work Time	1:15 – 1:45 p.m.
Teacher Collaboration	1:45 – 2:45 p.m.

“Flex Time Philosophy

Flex time allows for a system of intervention and enrichment for all students during the school day. Flex time will be held for 25 minutes each day between Tuesday and Friday after 3rd period unless otherwise stated (i.e., assemblies, pep rallies, etc.). All students may take advantage of this time to return to their teacher or attend a lab to learn concepts that they might have missed or do not understand. Other opportunities for acceleration may also be available for students who are caught up and want to excel in their learning. Students who are doing well in their classes and have passing grades with no NC's will be on flex privilege and will be able to choose where to go as long as they are not disrupting flex classes. This includes an extended lunch time.

Flex Restriction

Some students will be on flex restriction if they have an I, NC, or F on their flex report. That means they will be required to attend one of the classes where they have an I, NC, or F during flex time so they can receive instruction to improve their learning and eventually their grade. The flex reports will be delivered to each student at the beginning of the week and will be color coded for students on restriction. Students will be on flex restriction until their grades are cleared the next week. Students on flex restriction who do not use flex time to return to the appropriate class will be identified by our student advocates and administration. Their parents will be notified and they will

lose the privilege of leaving their third period class during flex time and will be picked up by administration and taken to a supervised study hall. If the student continues to abuse flex time they will be referred to other intervention programs that involve their parents to help them be successful.

Flex as Attendance Recovery

Good attendance is critical for student success. We want to encourage students to interact with their teachers when they miss class so they learn the material presented. Students will be able to receive attendance recovery credit by recording time with their teacher during flex. When the time is recorded and signed off by the teacher, the student will turn the recorded time into the attendance office. A flex visit can make up one tardy. Two flex visits make up an absence.

Sample Flex Time Instruction schedule for May 15-18, 2013 – MVHS

MVHS Flex Instruction Schedule					
Department	Teacher	Tuesday	Wednesday	Thursday	Friday
Math/ Reading					
English/Health	Andrus		Bones and Med Terms Review	Grammar Tips 1-10	Make-up Work
Math	Beveridge				
Trade and Industry	Bjornstad				
P.E./Health	Blevins	Wght Room Chart 1 & 2	Wght Room Chart 1 & 2	Wght Room Chart 1 & 2	Gym-Fitness Gram Make-up
Performing Arts	Bowman				
Math	Boyack				
Business	Brown	Open Lab	Open Lab w/Codner	Open Lab	Open Lab w/Codner
Science	Carling				
Social Studies	Carpenter	U.S. History	WHAP Review	U.S. History	APUSH
Business	Codner	Open Lab	FBLA Officers Meeting	FBLA Club Meeting ALL members	Open Lab
World Languages	Colvin		Span 4 & AP Preterite & Imperfect		N/A
Math/Science	Covert	Physics - focus on	Physics - focus on	Physics - focus on	Physics - focus on units and making up

		units and making up comic. Geometry - catching up late work	units and making up comic. Geometry - catching up late work	units and making up comic. Geometry - catching up late work	comic. Geometry - making up polygons quiz
Art	Cramer		Chapter Work	Chapter Work	
Performing Arts	Criman	Makeup & Quiet Study	Makeup & Quiet Study Time	Improvisation Workshop	Special Topics in Film & Theatre
Performing Arts	Davis				
Law Enforcement	Denning				
English	Drummond (Abbott)				
Social Studies	Fieldsted		World/US History	Financial Lit	Test/quiz retakes
Social Studies	Fong				
Art	Francis		Comm Art Typography terms	Honors and AP Studio	Ceramics rm 161
Health Science	Greenwood				
Science/Math	Greer		HChem make-up quizzes	Biotech - finish lab and wrap-up	HChem make-up density lab and Stats quiz 1.1
P.E./Health/Dr. Ed	Gustin				
Trade and Industry	Haight				
Trade and Industry	Hallam				
Scl Stds/Frn Lng	Heriford	spanish-open help	History	spanish-open	history-open
Math	Herring				
P.E./Health/Track	Hunter				
Scl Stds/Drvs.Ed	Hymas				
English	Johnson				
Sign Language	Kelley				
English	Lant				
Performing Arts	Mathews				
Science	Medler				
Health Science	Meek				
English/Science	Merrill	Zoology	Physics	Reading	
English	Morgan	Make up/Redo	Make up/Redo	Make up/Redo	Make up/Redo
English	Moss				
Math	Mueller	Calculus	Calculus	Calculus BC	Calculus BC lab

Whittier High School

Whittier Union High School District

Whittier, California

Enrollment: Approximately 2338 students in 2013-2014

Vision: To Prepare Every Student to Meet the “a-g” four year college requirements

2 Career Academies at Whittier High School: Cardinal Computer Academy and Sports Medicine Academy; NOTE: 12 other Career Academies at other District high schools.

In a presentation on the Professional Learning Communities and “Whatever it Takes” work in Whittier Union High School District, Superintendent Sandra Thorstenson, talked about both the “power of measurable targets for coherent continual improvement” and about the importance of prevention and direct intervention. One of the slides in the Whittier Union High School District PowerPoint presentation read:

“Whatever it Takes

Guiding Principles

- Intervention rather than remediation
- Intervention that is systematic
- Intervention that is provided in a timely manner
- Intervention that is directed rather than invited”

The Superintendent also described a Focus on Freshmen that included a parent partnership, campus watch, Link Crew, Freshman First Day, and Summer Bridge Program among other components. In addition, one of the topics involved alternative bell schedules that were “student-centered, teacher-driven” and allowed for increased teacher collaboration.” One example involved an alternative block in which the last 20 minutes of a 120 minute class period involved embedded support for students who were struggling – i.e., “not allowing students to fail.”

120 minute course block – 6 period A/B schedule

100 minutes

20 minutes

Period 1 or 2 (or Period 3 or 4) (or Period 5 or 6)	Embedded Support
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BREAK →→

Other Prevention Practices involved the revision of grading policies (i.e., the Case Against the Zero) and Increased feedback to parents (i.e., grading period every 4.5 weeks). The strongest emphasis in the Whittier Union’s prevention plan was placed on the quality of “first” instruction and on a broad base of distributed teacher leadership.

For example, a Site’s Stipend Positions might include a bevy of course leads: Algebra 1 (9th), Algebra 1 (10th -12th), Algebra 2, Geometry, Geometry Concepts, Biology, Chemistry, Earth Science, English 1, English 2, and English 3 as well as Stipend positions

for the AVID Program Coordinator, Curriculum Coordinator, EADMS Support Teacher, Intervention Specialist, Link Crew Assistant, Link Crew Coordinator, Puente Coordinator, Freshmen Mentor Coordinator, Senior Project Coordinator, WASC Coordinator, and Zangle Support Teacher.”

Part of the District plan involved an investment in the training of teacher leadership, including summer Leadership Training on Team Facilitation as well as Leadership Support and coaching for teacher-leaders. The Superintendent quoted Robert Garmston and Bruce Wellman, “Developing a staff’s capacities for talking together may be the most significant investment faculties can make for student learning.”

At Whittier High School in 2013 – 2014:

6 period A/B schedule

Schedule A – Periods 0/1/3/5

Schedule B – Periods 0/2/4/6

A Calendar is available on the school website that shows when A & B bell schedules are in effect.

A & B Bell Schedule

Tuesday – Friday Bell Schedule

Zero Period	7:00 – 8:05
Period 1 & 2	8:10 – 10:10
Nutrition	10:10 – 10:20
Period 3 & 4	10:25 – 12:25
Lunch	12:25 – 12:55
Period 5 & 6	1:00 – 3:00

C Bell Schedule

Monday – Late Start Bell Schedule

Faculty Meeting 7:30 – 8:45

Students arrive to school at 8:45

Period 1	9:00 – 9:48
Period 2	9:53 – 10:41
Nutrition	10:41 – 10:56
Period 3	11:01 – 11:51
Period 4	11:56 – 12:44
Lunch	12:44 – 1:14
Period 5	1:19 – 2:07
Period 6	2:12 – 3:00

D Schedule

(regular 6 period plus zero period bell schedule)

Zero Period	7:00 – 8:05
Period 1	8:10 – 9:05
Period 2	9:10 – 10:05
Nutrition	10:05 – 10:20

Period 3	10:25 – 11:30
Period 4	11:35 – 12:30
Lunch	12:30 – 1:00
Period 5	1:05 – 2:00
Period 6	2:05 – 3:00

There are also Assembly Bell Schedules, Final Bell Schedules, and a Min Block (aka minimum day) Bell Schedule.

- Mondays – Six-period day, 48 minutes each period
- Tuesday – Friday – Modified block of 3 classes for 100 minutes for first 5 weeks. Beginning sixth week, students passing all classes with C are released after 80 minutes for break, longer lunch, or early dismissal. Students not passing classes remain for intensive tutoring and small group work.

See Also: “Tiered Interventions in High Schools: Using Preliminary ‘Lessons Learned’ To Guide Ongoing Discussion, May 2010 <http://www.rti4success.org/resourcetype/tiered-interventions-high-schools-using-preliminary-lessons-learned-guide-ongoing>

Walt Whitman High School

Montgomery County Public Schools

Bethesda, Maryland

- Academic Interventions for Students

Six-page description of interventions

[http://www.montgomeryschoolsmd.org/uploadedFiles/schools/whitmanhs/ptsa/Academic%20Interventionlist%202013\(1\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/schools/whitmanhs/ptsa/Academic%20Interventionlist%202013(1).pdf)

From the Smaller Learning Communities Program

Office of Elementary and Secondary Education

U.S. Department of Education

First Response: Response to Interventions for High School Teachers

First Response: A Guide to Designing and Delivering Classroom Interventions

[Guide](#)

About the Tool *First Response* was created to help school leaders, teachers, paraprofessionals, and support specialists reflect on and improve academic interventions in the classroom. In many cases, schools use what could be termed “hit or miss” interventions—that is, interventions are not informed by student data, applied consistently, or integrated with curricula and instruction. Unfortunately, hit-or-miss interventions allow students to slip through the cracks, and those who begin a course performing below grade level or well behind their peers are at risk of never catching up.

This guide describes an alternative—and more equitable—approach: a collaborative professional culture that anticipates, prepares for, and responds to individual learning needs, that accelerates knowledge and skill acquisition, and that remains unwaveringly focused on ensuring college and career readiness for all students. The guide includes:

- A glossary of critical intervention terms.
- Brief profiles of effective intervention programs and practices from four high schools.
- Three self-assessment rubrics that will help schools engage in small- and large-group discussions about classroom-based interventions.
- A selection of protocols that school leaders and facilitators can use to structure conversations and work sessions.
- A selection of best practices and recommendations for both teachers and school leaders.
- Planning templates that schools can use to map out assets, challenges, and action-plan priorities related to classroom-based interventions.

A selection of useful resources, readings, and research.

Link to download the First Response Guide:

<https://www2.ed.gov/programs/slcp/firstresponse.html>