

RTI Scheduling Checklist and Things to Consider



All students targeted	Schedules should target all grade levels and all students.
All staff are involved, shared responsibility	Classroom, special education, and ELA teachers; interventionists; special area teachers; TAs; speech/language pathologists; support staff; and shared staff are all included.
Planning opportunities for teachers	Time built in for staff to hold collaborative meetings focused on the RTI process.
Establish a planning team	An RTI team can meet regularly to determine a building's focus, challenges, and resources; establish a positive culture and celebrate successes; review data and assist with determining appropriate interventions; and make any necessary schedule adjustments.
Support for all tiers	Interventionists are also given opportunities to support those grade levels/content areas that require Tier 1 support.
Use of interventionists	Focus of interventionists is on intervention groups instead of other assignments such as bus duty or monitoring lunch/ISS.
Variety of formats to meet student needs	Students are grouped across grade levels by common need, within a grade level, by push-in or pull-out, before/after regular school day, with staggered blocks to allow greater access by interventionists.
Maximize resources	Resource inventory has been conducted and schedule allows for the maximum use of these resources to reach all students.
Progress monitoring	Progress monitoring is scheduled, criteria for moving between tiers is established, and personnel are held accountable.
Sustainability	Schedule is efficient and is able to last. Adjustments should be made as necessary in order to achieve this.
Class list balance	Class lists are balanced based on student needs in order to allow for the ideal use of differentiated instructional strategies

Things I notice/I wonder/I want to try: