2026 ReadOhio Literacy Academy

From Mandate to Mastery: Considerations for Building Secondary Schedules that Support RIMP Goals

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In this session we will gain a deeper understanding of:

- Considerations for establishing adequate and effective intervention time to accommodate RIMPS in secondary schedules.
- How to leverage the components of Ohio's Integrated MTSS Model for successful student outcomes.
- Resources to assist with the implementation of MTSS including master schedule exemplars.

Progression of Grade-Level RIMP Requirements

- How was time created for Grade 6 this year?
- What were your challenges and successes?
- How will this transfer to your Grade 7 team/schedule next year?
- From a district perspective, what do you envision as future challenges?

2025-26 Grade 6	2026-27 Grade 7	2027-28 Grade 8	2028-29 Grade 9	2029-30 Grade 10	2030-31 Grade 11

[Department of Education & Workforce: Supporting Older Students With RIMPS]

Main MTSS Implementation Challenges in Secondary Schools

Logistical & Material Challenges

- Scheduling time for intervention
- Staffing intervention groups
- Finding space for intervention groups to meet
- Difficulty finding evidence-based interventions designed for secondary students

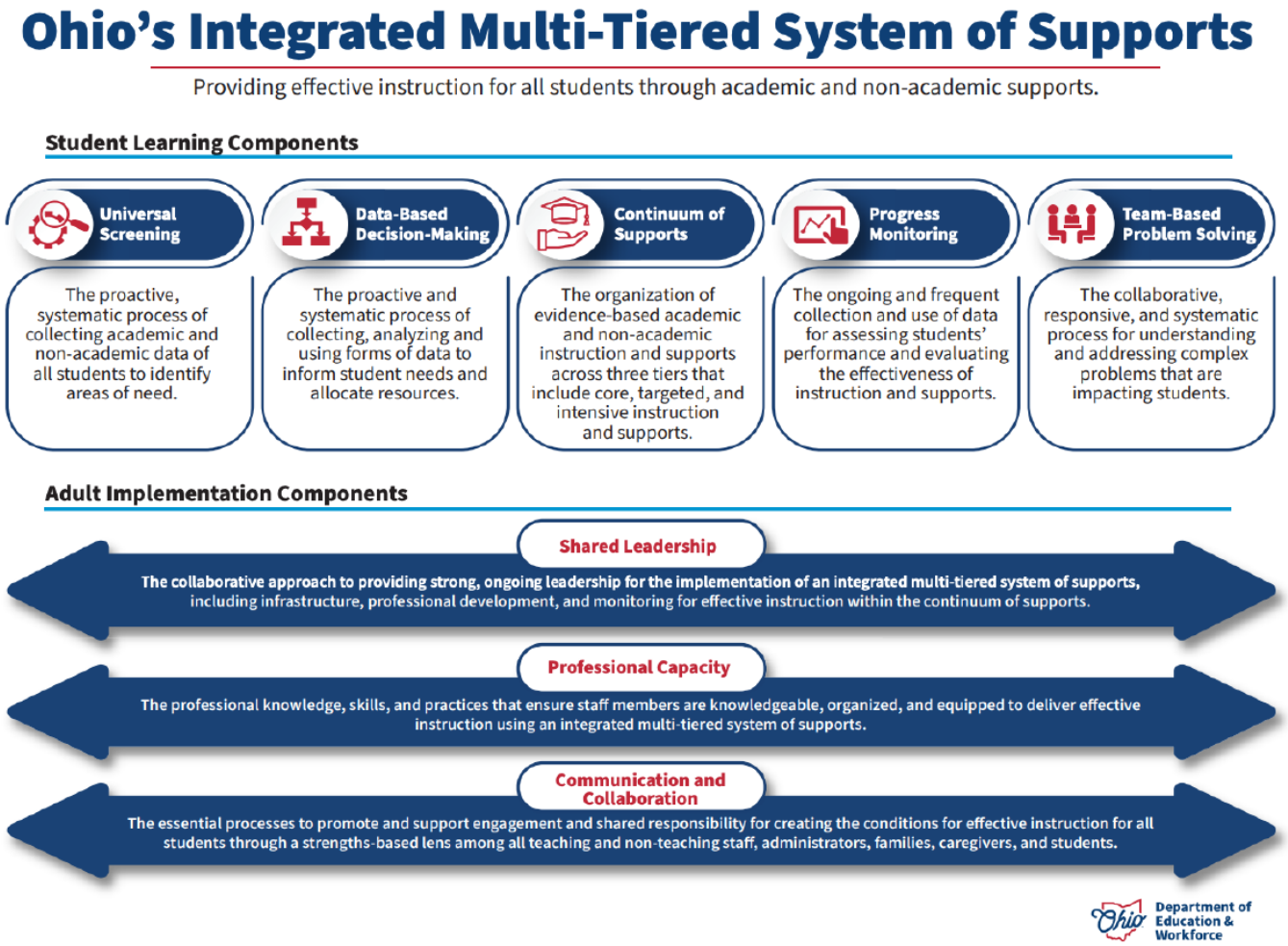
Infrastructure Challenges

- Fostering a school culture based on prevention
- The departmentalized nature of secondary schools
- A need to grow teachers' knowledge of strategies for strengthening core instruction and providing support within the classroom
- Creating MTSS team structures
- Managing student data efficiently

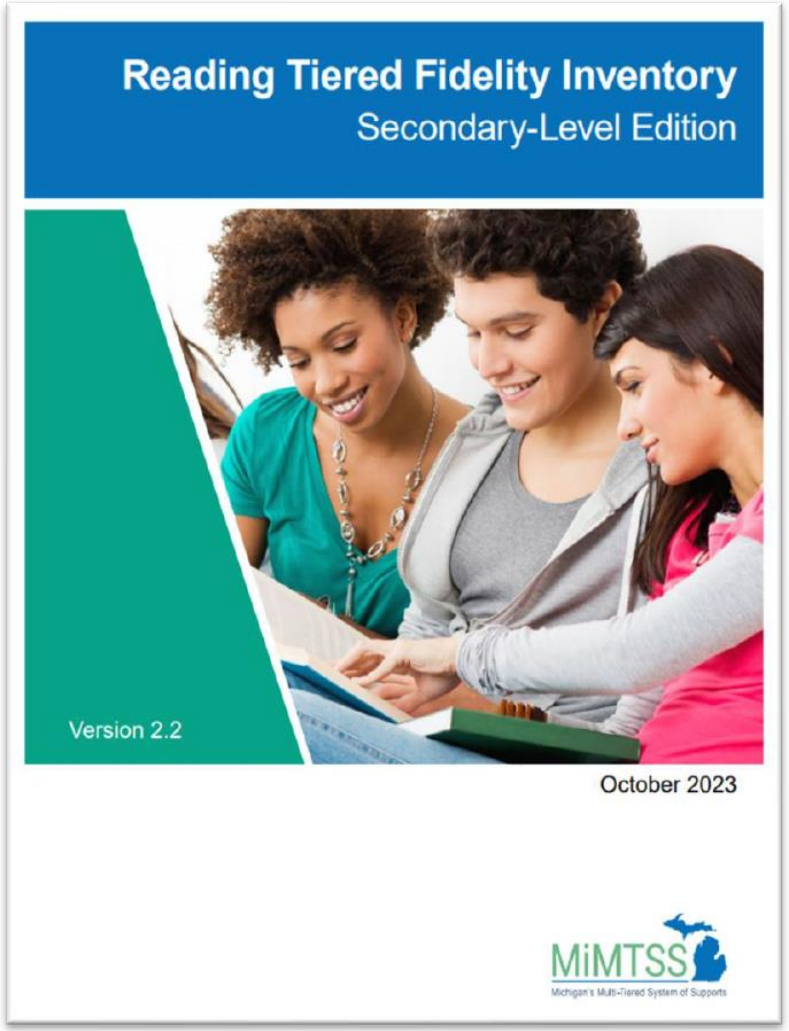
Implementing MTSS in Secondary Schools: Strategies from Research and the Field

HOW DO WE OVERCOME THESE HURDLES?

1. **Shared Leadership** (infrastructure like flexible schedules for intervention and teaming)
2. **Professional Capacity**
3. **Communication and Collaboration** (including students to improve self-efficacy and motivation)
4. **Universal Screening**
5. **Data-based Decision-Making**
6. **Continuum of Supports**
7. **Progress Monitoring**
8. **Team-Based Problem Solving**



R-TFI 2.2: Secondary Edition



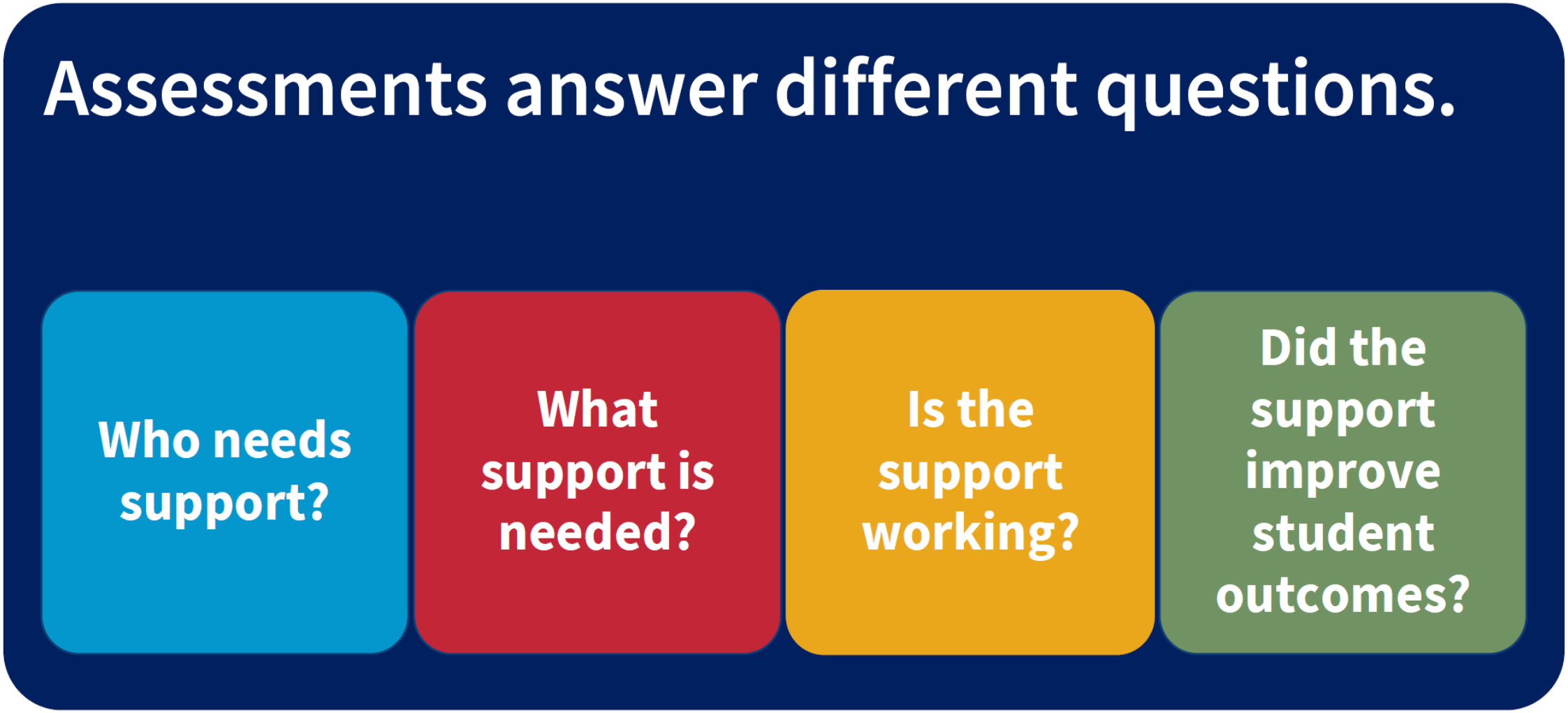
The R-TFI functions as a road map for school teams as they work to install and successfully use the reading components of an MTSS model **and write RIMPs**.

Reading Tiered Fidelity Inventory (R-TFI) | TA Center

R-TFI ITEMS FOR THE ADVANCED MTSS TIERS ARE IDENTICAL FOR BOTH ELEMENTARY AND SECONDARY VERSIONS

- Multidisciplinary Teams (MDTs)
- Intervention Quality
- T2/T3 Assessment
- Data-based Decisions
- Intervention Platform
- Process for T2/T3 Decisions
- Intensive Intervention Plans
- Communication

PURPOSE-DRIVEN ASSESSMENT



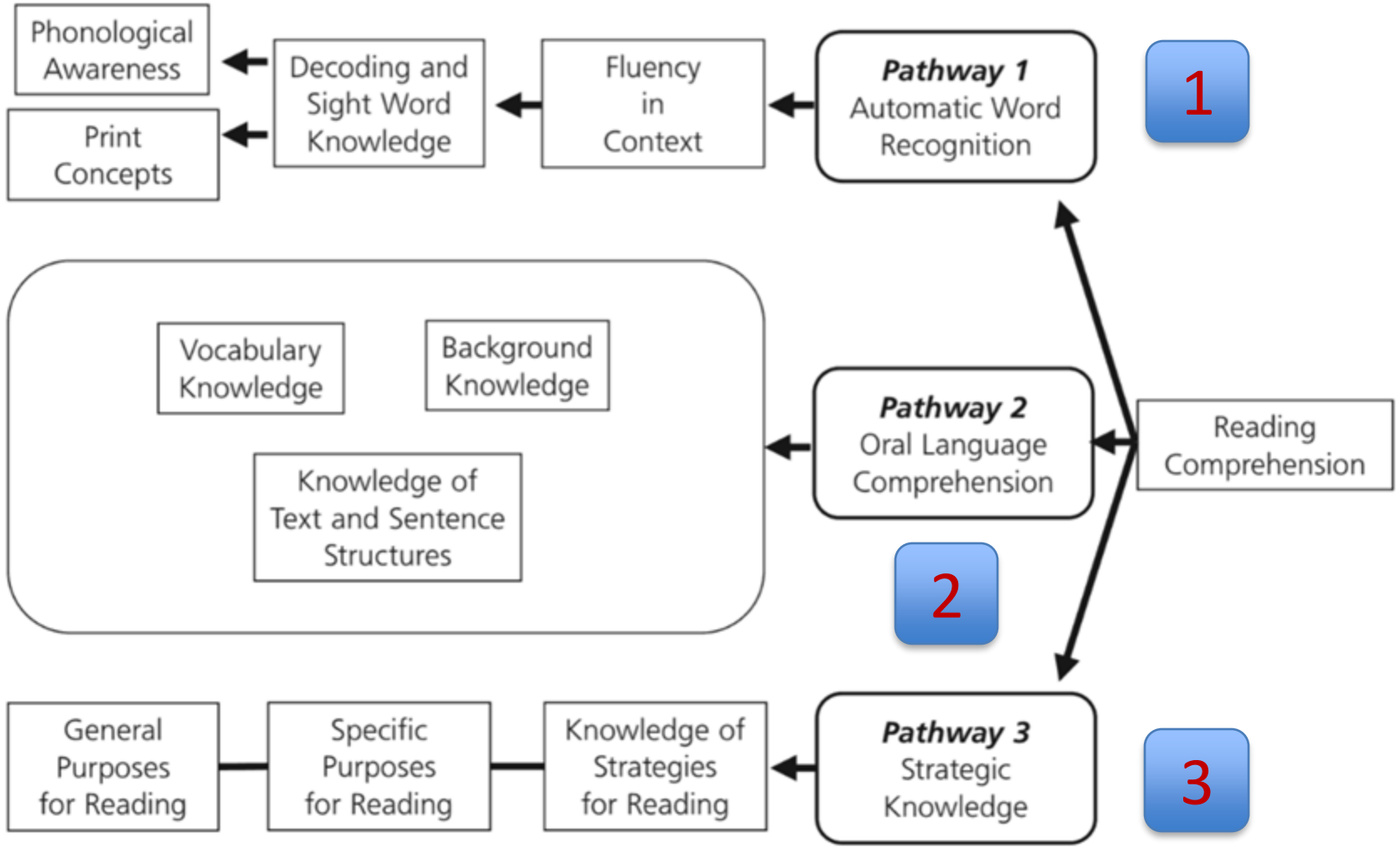
Ohio's Dyslexia Guidebook, 2025

Assessment Pitfalls and Red Flags

Assessment Type	Pitfalls and Red Flags
Screening	• Using more than one screener • Screening all students (high school)
Diagnostic Assessments	• Too many different assessments • No clear “rules” for when to use specific assessments and the skills they identify • Diagnostic assessments are administered to all students.
Progress Monitoring	• No established schedule for progress monitoring. • Data is not analyzed for growth. • No decision-making process to intensify, adjust, or discontinue the interventions.

Cognitive Model

- Is the student able to read texts at his or her grade placement level, using automatic word recognition and adequate expression?
- Is the student able to comprehend the language of the text?
- Does the student have adequate knowledge of the purposes for reading?
- Does the student have strategies to achieve those purposes?



McKenna and Stahl, 2015

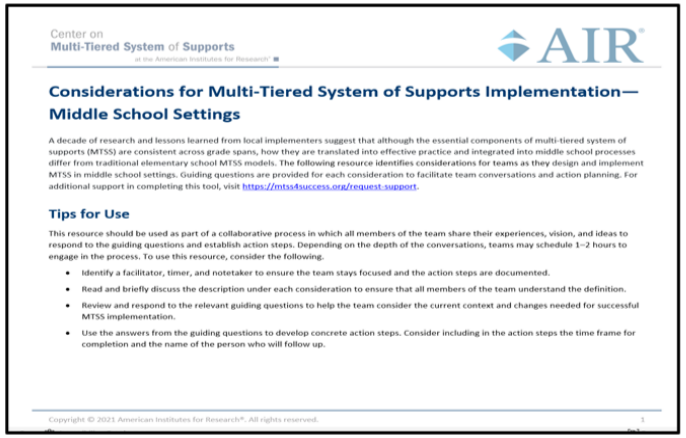
Tier 2: What It Is, and What It Is Not

What Tier 2 is	What Tier 2 is not
A class for delivering instruction in literacy skills students need to succeed in content area classes	A study skills class
A class that **requires** a literacy specialist	A homework club
A class that **requires** specific research-based materials and practices	A test-prep class
A class with a carefully designed curriculum	A center at the school for delivering components of a student's IEP – extended time or reading directions aloud

Specific High School & Middle School Guides

- MTSS Focus
- School Culture
- Implementation & Alignment
- Instructional Organization
- Staff Roles
- Student & Stakeholder Involvement
- Graduation Requirements
- Instruction & Assessment Resources

MTSS_Implementation_Middle_School_Settings.docx



Center on Multi-Tiered System of Supports at the American Institutes for Research®

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Considerations for Multi-Tiered System of Supports Implementation—Middle School Settings

A decade of research and lessons learned from local implementers suggest that although the essential components of multi-tiered system of supports (MTSS) are consistent across grade spans, how they are translated into effective practice and integrated into middle school processes differ from traditional elementary school MTSS models. The following resource identifies considerations for teams as they design and implement MTSS in middle school settings. Guiding questions are provided for each consideration to facilitate team conversations and action planning. For additional support in completing this tool, visit https://mtss4success.org/request-support.

Tips for Use

This resource should be used as part of a collaborative process in which all members of the team share their experiences, vision, and ideas to respond to the guiding questions and establish action steps. Depending on the depth of the conversations, teams may schedule 1–2 hours to engage in the process. To use this resource, consider the following.

- Identify a facilitator, timer, and notetaker to ensure the team stays focused and the action steps are documented.
- Read and briefly discuss the description under each consideration to ensure that all members of the team understand the definition.
- Review and respond to the relevant guiding questions to help the team consider the current context and changes needed for successful MTSS implementation.
- Use the answers from the guiding questions to develop concrete action steps. Consider including in the action steps the time frame for completion and the name of the person who will follow up.

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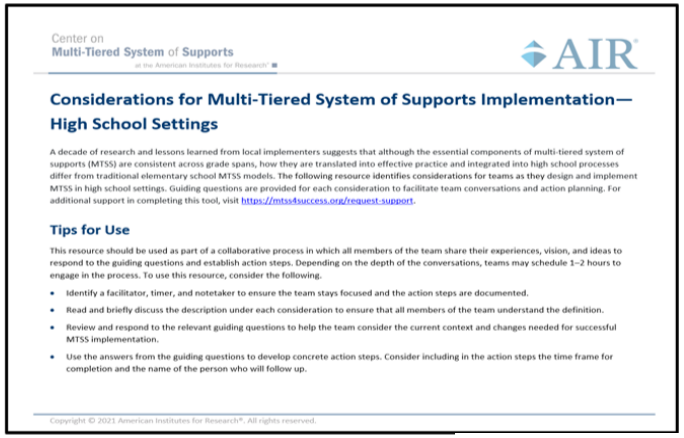

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MTSS_Implementation_High_School_Settings.docx

Options for Creating Time for Targeted Support

1. In place of an elective
2. Periods before/after school
3. Online options
4. Course with extended time/lab
5. Lunch mini-periods
6. In lieu of study hall
7. Common I/E or flex period

MiMTSS

Michigan's Multi-Tiered System of Supports Technical Assistance Center

January 2020 – Version 1.0

Addressing the Schedule: Ideas for Middle and High Schools

This document is adapted from Intervention Central (www.interventioncentral.org). It is intended to provide District and School teams with ideas for addressing middle and/or high school schedules in order to allocate time for intervention.

Finding time to schedule interventions is a common issue at the secondary level and is one of the most common barriers to implementing Multi-Tiered System of Supports (MTSS) noted by principals. This document is intended to provide suggestions as a starting point for the discussion of how to find time for intervention as a part of the integrated behavior and reading MTSS framework. Each idea is described in the tables along with the considerations associated with each idea.

Table 1. Ideas for Scheduling Reading Interventions at the Secondary Level

Intervention Scheduling Idea	Considerations
#1 In Place of an Elective: Students identified with reading needs are enrolled in an intervention course in place of one of their elective options.	There is a need to communicate with families and students about the decision is an important. There needs to be established decision rules for when a student would exit an intervention based on the student's progress within in the intervention. The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.
#2 Zero Period: The school creates an optional period before the start of the school	This option requires that staff teaching zero-period classes receive extra compensation or

MTSS_TIP Sheet and Links for Schedules - AIR.pdf

Middle School Sample

Sample 2 is unique to middle school, as lower grades may still offer recess and that needs to be built into a master schedule. In this model, WIN Block is 40 minutes in grades 5-6 and increases to 50 minutes in grades 7-8. Given that this is a traditional schedule with seven (7) periods a day, classes were reduced from 58 minutes to 50 minutes each. Integrated arts (IA) courses can be scheduled and switched each quarter or semester to offer students multiple experiences that will help to provide a holistic schedule that meets their needs.

Period	Length	Time	Grade 5	Grade 6	Grade 7	Grade 8
Period 1	50 min	8:08 - 8:58	CORE	CORE	IA	CORE
Period 2	50 min	8:58 - 9:48	CORE	CORE	CORE	IA
Period 3	50 min	9:48 - 10:38	IA	IA	CORE	CORE
Period 4/Lunch	77 min	10:38 - 11:55	Recess (10:38 -10:50)	Recess (10:38 -10:50)	WIN (50 min) (10:38 - 11:28)	WIN (50 min) (10:38 - 11:28)
			Lunch (10:50 - 11:15)	Lunch (10:50 - 11:15)		
			Win (40 min) (11:15 - 11:55)	Win (40 min) (11:15 - 11:55)	Lunch (11:28 - 11:55)	Lunch (11:28 - 11:55)
Period 5	50 min	11:55 - 12:45	CORE	CORE	IA	IA
Period 6	50 min	12:45 - 1:35	CORE	IA	CORE	CORE
Period 7	50 min	1:35 - 2:25	IA	CORE	CORE	CORE

(Scheduling Guidance for MTSS, Mass. Dept. of Ed.)

EXAMPLE 1: MIDDLE SCHOOL EXAMPLE (40 MINUTE PERIODS)

Grades 5 and 6		Grades 7 and 8	
Class	**Description**	**Class**	**Description**
Homeroom/PBIS	Attendance and Small Groups	Homeroom/PBIS	Attendance and Small Groups
ELA	Tier 1 core instruction for all students	ELA	Tier 1 core instruction for all students
Science	Tier 1 core instruction for all students	Science	Tier 1 core instruction for all students
Social Studies	Tier 1 core instruction for all students	Social Studies	Tier 1 core instruction for all students
Math	Tier 1 core instruction for all students	Math	Tier 1 core instruction for all students
Literacy Lab	Tier 2 instruction or Literacy Enrichment (based on decision rules)	Literacy Lab	Tier 2 instruction or Literacy Enrichment (based on decision rules)
Math Lab	Tier 2 instruction or Math Enrichment	STEM Lab	Tier 2 instruction or Math Enrichment
Lunch and Recess			
Fine Arts and Electives	Art, Computers, Physical Education, Music	Fine Arts and Electives	Independent Living, Computers, Art, Physical Education
Academic Coaching and Skills	Skills period and academic coaching for those at risk of failure	Academic Coaching and Skills	Skills period and academic coaching for those at risk of failure

The Importance of Developing Individual Reader Profiles

If the school isn't going to differentiate intervention instruction, then the diagnostic assessment is a waste of time. Failure to differentiate intervention instruction for **each** reader who is struggling reveals a fundamental misunderstanding of the principles of MTSS.

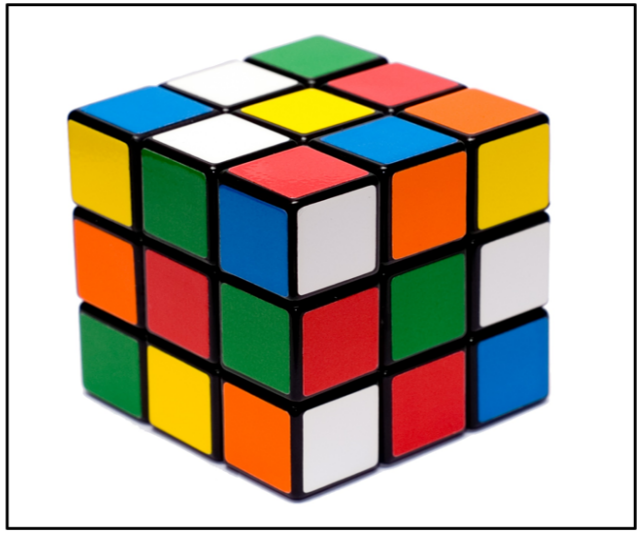
- Susan Hall, 2018

Personal Exemplar – Euclid Middle School

- Each grade level (6-8) is organized by three interdisciplinary teams.
- Each team offers “Reading Essentials” classes throughout the day.
- “Reading Essentials” classes are differentiated based on student data.
- Principal facilitates data-chats with each ELA and Mathematics teacher after Fall and Winter Benchmarks are administered.
- HQIMs are REWARDS, Morpheme Magic, Phonics for Reading, Orton Gillingham
- Students must sacrifice one non-core rotation course to accommodate time for the class.
- “Reading Essentials” placement is fluid based on progress monitoring data.
- HQIM placement tests and unit assessments are used for progress monitoring.

Common High School Master Scheduling Challenges

- Large “singletons” such as band and vocal music
- Career Tech programming
- Number of lunch periods needed
- Courses with lab requirements
- AP, IB, CCP, Honors requirements
- Transportation schedule
- Physical space
- Staff shared with other schools
- The negotiated agreement
- Entrenched culture / political pressures



Personal Exemplar – Hudson High School

Monday, Friday	
Period	**Time**
1	8:00 - 8:50
2	Announcements 8:55 - 9:50
3	9:55 - 10:45
4	10:50 - 11:20
5	11:25 - 11:40
6	11:45 - 12:15
7	12:20 - 12:35
8	12:40 - 1:10
9	1:15 - 2:05
10	2:10 - 3:00

Tuesday	
Period	**Time**
1	8:00 - 8:45
2	Announcements 8:50 - 9:40
3	9:45 - 10:30
Explorer Period	10:35 - 11:05
4	11:10 - 11:40
5	11:45 - 11:55
6	12:00 - 12:30
7	12:35 - 12:45
8	12:50 - 1:20
9	1:25 - 2:10
10	2:15 - 3:00

Wednesday 3 Classes		
Period	**Time**	**Comments**
PLC Teacher Meetings		
2	9:35 – 11:10	Announcements
4/5 or 5/6	11:15 – 1:25	L1: 11:15 – 11:45 L2: 12:05 – 12:35 L3: 12:55 – 1:25
9	1:30 – 3:00	

Thursday 4 Classes		
Period	**Time**	**Comments**
1	8:00 – 9:30	
3	9:35 – 11:10	
6/7 or 7/8	11:15 – 1:25	L1: 11:15 – 11:45 L2: 12:05 – 12:35 L3: 12:55 – 1:25
10	1:30 – 3:00	

Very Similar Exemplar

As described in the brief above, West Port High School in Ocala, Florida saw impressive improvements in student achievement and engagement after implementing a dedicated period for intervention and enrichment. The school's current schedule is below (West Port High School, 2022). Little information is publicly available about the new Student Improvement Time (SIT) period, but it appears to be a time designated for school events and extracurricular lessons—an example is an activity on finding money for college.

Sample F3: Hybrid high school schedule with six classes and 50-minute lunch and intervention period

Monday – Wednesday

1st Period	9:12 – 10:05
2nd Period	10:09 – 11:02
3rd Period	11:06 – 11:59
ALPHA Time	11:59 – 12:49
4th Period	12:53 – 1:46
5th Period	1:50 – 2:43
6th Period	2:47 – 3:40

Thursdays and Fridays use block scheduling, with periods 1, 3, and 5 on Thursdays and 2, 4, and 6 on Fridays.

1st/2nd Period	9:12 – 10:51
3rd/4th Period	10:55 – 12:34
ALPHA Time	12:34 – 1:24
SIT Time	1:28 – 1:57
5th/6th Period	2:01 – 3:40

Early Release

1st Period	9:12 – 9:48
2nd Period	9:52 – 10:28
3rd Period	10:32 – 11:08
4th Period	11:12 – 11:48
5th Period	11:52 – 12:28
6th Period	12:32 – 1:08
Lunch	1:08 – 1:40

BUILDING A FIRM FOUNDATION FOR SECONDARY RIMPS

System Supports

- Is MTSS in place?
- Does the schedule need to change?
- Who will provide intervention in Tiers 2 and 3?
- What is the role of the MDT, and how will they make their recommendations?
- Is an MDT in place? If not, where are they in that process?
- Who will administer assessments, and what training do they need?

Assessment

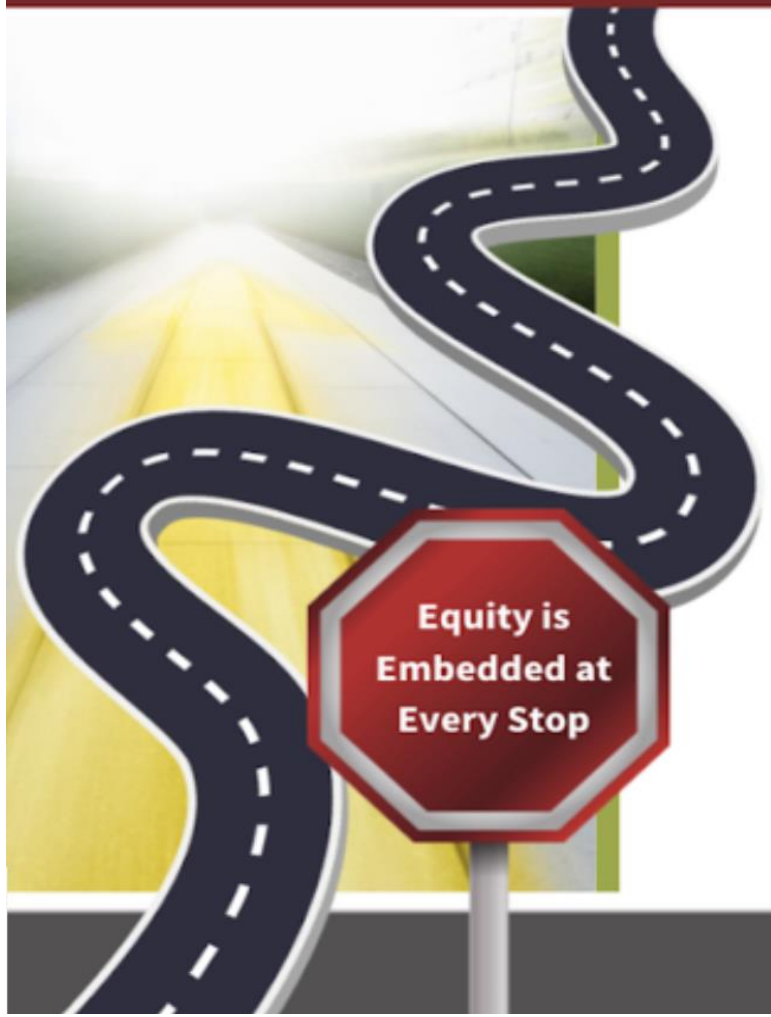
- How are assessments used to determine whether a student is on-track?
- How are assessments used to inform intervention?
- How will you determine who to assess and when?
- How will assessments be used to monitor progress?

Instruction

- What instructional supports will be provided?
- How will you ensure alignment across tiers?
- How will instruction be systematically intensified?
- Who will provide the instructional supports, and what training do they need?

LEVERAGING LITERACY & EQUITY FOR STUDENT SUCCESS

Literacy Improvement Pathway



Interventions	Parents and Families	Motivation
Professional Development	Instructional Materials	Assessment
Time	What to Teach	Quality of Instruction
Start Here	Leadership	

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- How to leverage the components of Ohio's Integrated MTSS Model for successful student outcomes.
- Resources to assist with the implementation of MTSS including master schedule exemplars.

Thank You!!

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