

## Targeted and Flexible Intervention Blocks

**Description:** Targeted and flexible intervention blocks ensure there is dedicated time in the schedule during which students are flexibly grouped to receive remediation or enrichment.<sup>1</sup> Group size and curriculum often varies across student groups based on need. Students have regular opportunities throughout the school year to switch into different groups during the block depending on how their needs evolve over time.

Core elements of Response to Intervention, specifically secondary and tertiary levels of prevention, are typically delivered through this type of targeted and flexible structure.<sup>2</sup>

**Rationale:** Why should schools implement targeted and flexible intervention blocks?

- Building targeted instructional support into the schedule helps ensure that students' individual needs are met during the school day; this type of personalization helps all students grow.
- Carving out dedicated time in the schedule for this support helps ensure that it happens consistently for all students.
- Alignment of specialized services in a general education setting ensures the least restrictive environment for students with special needs.
- Teachers are provided with an opportunity to specialize in areas where assessments indicate they are most effective, which allows students to access higher-quality instruction.
- The flexibility for students to move across groups at regular intervals avoids the risk of tracked, homogenous classrooms in core content areas.
- Effective intervention for students who need it helps support their participation in heterogenous, rigorous core instruction.

**Clarify purpose:** Before making decisions about how to organize resources in support of a targeted and flexible intervention block, clarify its purpose in your school.

**?** *What is the main purpose of the block? It could be designed primarily as intervention for students performing below grade level, include remediation on recent core content, and offer opportunities for enrichment.*

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<sup>1</sup> Remediation includes efforts to address any gaps in foundational skills that make it difficult for students to complete grade-level work, as well as support to reinforce specific skills or content that was recently taught during core instruction.

<sup>2</sup> Response to Intervention (RTI) relies on rigorous screening and monitoring to ensure evidence-based interventions are delivered across three levels of prevention: primary (core instruction for all students, formerly known as Tier 1), secondary (interventions of moderate intensity for a subset of students, formerly known as Tier 2) and tertiary (individualized interventions for students who do not respond to secondary prevention, formerly known as Tier 3).

- ?** Which students will be targeted for the block? If its purpose is intensive intervention, the block may only need to target a subset of students. If the purpose of the block is broader, it may serve students schoolwide.

## MAKING IT WORK: RESOURCE IMPLICATIONS

Implementing targeted and flexible intervention blocks will have implications for people, time, money and potentially technology in your school. These implications are noted below, alongside specific questions to answer during the planning process.



### PEOPLE

- **Assign staff to reduce group size:** Intervention blocks typically offer smaller group sizes to needier students to intensify support. To achieve cost-effective, smaller group sizes for these students, schools will need to consider the current staff they have available and how small the desired group sizes should be. Varied options exist for lowering group size, including:
  - *Push-in additional staff to the intervention blocks:*
    - Instructional specialists, including those who focus on special education, literacy, math, or support to ELL students. Note that any approach that utilizes special education teachers will need to be compatible with IEP requirements related to student contact time.
    - Encore or elective teachers
    - Classroom support such as tutors or paraprofessionals
    - Instructional coaches
    - Administrators
    - Non-instructional staff
  - *Institute an “all hands on deck” approach:* A school may decide to push all available instructional and non-instructional staff (e.g., athletic coaches, guidance counselors) into intervention blocks. Depending on their certification type, non-instructional staff may need to work under the supervision of certified teachers as they offer support to a small group of students. For this type of assignment to be effective, staff will need to be deliberately matched to the student group most likely to benefit from his or her expertise, and the principal will need the flexibility to restructure some staff members’ roles to take on new intervention responsibilities.

- *Assign staff to widely varied group sizes:* When some staff work with very large groups of students, other staff are free to work with significantly smaller groups. Staff assignment to specific student groups may vary in this approach. For example, tutors or paras may staff a technology lab with a large group of students while teachers work with small groups, or expert teachers may be assigned to work with larger groups while less-expert teachers support smaller groups that are easier to manage.
- *Use a technology lab to target teacher time:* Technology labs may be used to accommodate significantly larger groups of students, as mentioned above. If space or other constraints make this difficult, however, technology labs can still be a valuable way to target teacher time. Assigning lower-paid staff, such as tutors or paraprofessionals, to monitor a lab is a cost-effective way to free teachers and other instructional experts to work with smaller groups of students. In a blended learning context, students may switch in and out of the lab group and teacher-directed group over the course of the week.
- *Rely on a partnership:* Certain community partners, such as Citizen Schools or City Year, provide additional staff in the form of tutors to facilitate intervention and enrichment.
- *Purchase additional staff:* For any of the options above, a school may wish to invest in additional staff members to further lower group size.

Note that the number of staff you assign will have implications for the physical spaces you use for the block. Depending on the layout of a school building, intervention groups may meet in the context of a larger classroom or be pulled into smaller, quieter locations. The time lost to transitioning to another classroom will need to be weighed against the benefit of the group working in a quieter space.

- ? *How small should student groups be during the intervention block, and who will staff this time?*
- ? *Based on who will staff the block, where will student groups and staff members work together?*

- **Organize teaching teams:** An essential component to targeted and flexible intervention is teaching teams' use of assessment data to organize students into appropriate groups that focus on particular skills or content, and to regroup those students over time as their needs evolve. These teams may be comprised of teachers who share content (e.g., all 3<sup>rd</sup> grade teachers who work in single-class settings) or who share students (e.g., all 8<sup>th</sup> grade teachers who work in departmentalized settings), and should also include staff members who support instruction during the block, such as special education teachers, literacy specialists, etc. The assignment of

individuals to each of these teams should aim to balance available expertise. Within each team, a meeting facilitator should be assigned to ensure that teachers' time is used to drive toward decisions and action plans.

- ?** *Who are the people who need to collaborate on how time in the intervention block should be used, how interventions should be adjusted along the way, and how students should be regrouped?*
- ?** *How will you assign individual staff members to ensure that expertise is balanced across these teams as much as possible?*
- ?** *Within each team, who will act as the meeting facilitator?*
- ?** *What type of agenda or protocol will guide the teaching teams' time?*

- **Assign expert support:** Expert support must be available to support teaching teams in carrying out core tasks to support targeted and flexible intervention blocks: analyzing student assessment data, determining how to regroup, and identifying appropriate instructional interventions. They should also regularly observe instruction taking place in the block in order to provide individual coaching, and embed common development needs into the work they do with teaching teams. Experts typically have a track record of successful teaching in the content area that they are supporting and are familiar with different types of evidence-based interventions. These experts typically take the form of:

- Administrator: principal, assistant principal or a specialized dean or director role
- Instructional coach
- Teacher leader

- ?** *Who will provide expert support to teachers as they plan and implement intervention blocks?*

- **Assign a progress-monitoring owner:** Particularly in early implementation, one expert should be assigned to track the overall success of targeted and flexible intervention blocks and recommend adjustments. This person typically reports directly to the principal and holds check-ins with him or her at least once per month. Instituting strong feedback routines help ensure timely evolutions are made to the structure of the intervention block.<sup>3</sup>

- ?** *Which of your experts will own progress-monitoring efforts?*

<sup>3</sup> See (insert reference to EDI's Deliverology in Practice)



## TIME

- **Determine how frequently students will be regrouped:** To fully personalize the block to students' needs, there should be frequent opportunities for students to move flexibly in and out of different groups. This flexibility helps ensure that interventions take students' ongoing progress into account, and that they are challenged at the right level at any given time. Frequency of these regroupings depends on the block's core purpose, but typically students should have opportunities to regroup every four to twelve weeks. Regrouping decisions should align with the timing of assessments on student progress, which will ensure that updated student data drives decisions on how students are regrouped.

**?** *How frequently should students have opportunities to regroup during the block?*

- **Dedicate intervention time:**

- *Sufficient time is needed for the intervention block to be effective:* Intervention blocks typically take place in a daily 40- to 60-minute single period, which may be compatible with either a block or traditional period schedule that governs the rest of the school day. Ultimately, the specific amount of time dedicated to intervention should be compatible with any specific curriculum the school plans to use. Schools typically find time for these blocks through either reducing each period by a few minutes, repurposing encore or elective time, or extending the school day.
- *The block's placement in the master schedule should be compatible with the desired staffing and regrouping approach:* When this block occurs in the school's schedule depends on when essential teaching staff and/or relevant community partners are available. A school will need to weigh the trade-offs between a staggered versus schoolwide approach: staggering intervention blocks throughout the day makes it easier to push-in staff to lower group size, but one schoolwide block can be logistically easier to schedule and facilitates regrouping students across grades. Scheduling by grade band is an additional option.

**?** *How much time should be dedicated to the intervention block, and when should it happen? Should it be staggered for different groups or schoolwide at one time?*

- **Align supporting staff members' schedules:** When a school seeks to push-in additional non-teaching staff into an intervention block (e.g., instructional coaches, literacy specialists), it will need to align staff members' schedules to when those intervention blocks will take place in the master schedule. When those staff members push-in should be a function of the desired group size.

**?** *When should your support staff plan on pushing into intervention blocks during the school day?*

- **Collaborative planning time (CPT) to analyze data and regroup students:** Teaching teams need dedicated time to analyze student data and regroup students appropriately.
  - *Frequency:* The frequency of student regrouping within the block should determine how frequently teaching teams meet to analyze data and make regrouping decisions.
  - *Duration:* Regrouping decisions depend on the size of the student cohort the team is responsible for, but at least two hours is typically needed for the in-depth review needed to make regrouping decisions. If repurposing existing time or adding time to the regular teacher day isn't an option, a school may consider instituting a half or full "Data Day" during which these decisions are made, and pay teachers for the additional time.

**?** *How frequently will your teaching teams meet to make student regrouping decisions? How long should this CPT last? When will it be scheduled?*

- **CPT to plan instruction and adjust interventions:** Waiting until the regrouping session to address any challenges in meeting students' needs is often too late. More frequent meetings, typically 30 to 45 minutes embedded once every week or every other week into grade-level or shared-content team sessions, provides teachers with the chance to problem-solve with each other and receive expert support. Data from formative assessments often informs this collaboration. Some schools choose to hold the intervention block four days per week, reserving the fifth day for a CPT meeting. Students attend an additional elective class that day so teachers can meet to plan for the next week's block.

**?** *How frequently will your teaching teams meet to plan the instruction to be delivered in the block, and adjust as needed? When will this time be scheduled?*

- **Experts' preparation time:** For experts to provide meaningful support to teachers, they typically need at least the length of the meeting to prepare. For example, providing expert support in a 90-minute meeting would require at least 90 minutes of preparation time. For the purpose of supporting intervention blocks, this time may include analysis of assessment data to identify key trends to discuss with teachers, as well as preparing to discuss specific intervention strategies. This planning time should be integrated into, rather than on top of, experts' core responsibilities.

**?** *How much time will your experts need to plan for the collaborative planning time that will support the block? How will you structure their roles to ensure this time can take place during the work day?*



## MONEY

- **High-quality assessments and data reports:** To flexibly group students during intervention, teachers need access to high-quality information on student progress and support to analyze it.
  - *Assessments:* The assessments that determine regrouping decisions can be developed internally, provided by the district, or purchased from a reputable vendor (such as NWEA MAP, or STAR). Regardless of the source, a school will need to ensure that the content of the assessment is aligned to the content teachers taught students during a given intervention or core content cycle.
  - *Well-organized data reports:* The school's assessment system should provide rapid turnaround of results in the form of easy-to-use reports. These reports should show students' rate of improvement against projected outcomes, broken down by specific skill or content area. Note that the reports alone are likely insufficient to guide regrouping decisions; teaching teams will need expert support to help them interpret the data accurately.

**?** *From where will you source the assessments and related data reports used to determine student regrouping decisions, and at what cost?*

- **Curriculum:** Depending on the purpose of the block and students' needs, a specific curriculum geared toward remediation of key skills may be useful. Relatedly, teachers who support enrichment efforts may also use a specific curriculum to guide extension efforts. Reliance on a comprehensive, consistent curriculum could be especially useful if a school chooses to rely on a broader set of non-teacher staff members (e.g., the "all hands on deck" approach) to work with students during the block.

**?** *What type of curriculum or curricula do your students and teachers need to ensure the block is used effectively? How much will it cost?*

- **Technology investments:** Technology may be used to support an intervention block in two complementary ways:
  - *Rely on a lab or center to reduce group size:* While some students are in a lab or center interacting with instructional content, teachers and instructional experts are free to work directly with smaller groups of students.
  - *Use a technology-based curriculum to deliver intervention:* A mastery-based program may be used to help students practice key skills at their own pace. Students may switch back and forth during the week between this type of support and time spent working directly with teachers.

**?** *How will technology be used to achieve the goals of the intervention block? What is the required up-front versus ongoing cost? (In addition to the cost of any licensing fees ongoing, schools may encounter startup costs in the form of securing reliable wireless connections and hardware such as laptops.)*

- Professional development: The effectiveness of collaborative planning hinges on the capacity of teachers (and the experts who support them) to analyze student data, make regrouping decisions, and administer interventions. If a new curriculum is introduced during the block, teachers may also need support in learning how to use it effectively. Where internal expertise is insufficient, schools may need to invest in outside professional development for instructional experts and/or teachers. It's critical that any professional development effort be job-embedded and sustained long enough for experts and teachers to *master* new skills. One-time sessions may be helpful but only if integrated with consistent and ongoing job-embedded support.

**?** *Is in-house expertise sufficient to support your intervention block? If not, where will you source it from and at what cost? How will you ensure the effort is job-embedded and sustained?*

## SUMMARY OF KEY QUESTIONS TO GUIDE THE PLANNING PROCESS

### Purpose

- What is the main purpose of the block? It could be designed primarily as intervention for students performing below grade level, or include remediation on recent core content, or offer opportunities for enrichment.
- Which students will be targeted for the block? If its purpose is intensive intervention, the block may only need to target a subset of students. If the purpose of the block is broader, it may serve students schoolwide.



### PEOPLE

- How small should student groups be during the intervention block, and who will staff this time?
- Based on who will staff the block, where will student groups and staff members work together?
- Who are the people who need to collaborate on how time in the intervention block should be used, how interventions should be adjusted along the way, and how students should be regrouped?



- How will you assign individual staff members to ensure that expertise is balanced across these teams as much as possible?
- Within each team, who will act as the meeting facilitator?
- What type of agenda or protocol will the guide teaching teams' time?
- Who will provide expert support to teachers as they plan and implement intervention blocks?
- Which of your experts will own progress-monitoring efforts?



## TIME

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- How frequently should students have opportunities to be regrouped during the block?
- How much time should be dedicated to the intervention block, and when should it happen? Should it be staggered for different groups or at one time, schoolwide?
- When should your support staff plan to push-in to intervention blocks during the school day?
- How frequently will your teaching teams meet to make student regrouping decisions? How long should this CPT last? When will it be scheduled?
- How frequently will your teaching teams meet to plan the instruction to be delivered in the block and adjust as needed? When will this time be scheduled?
- How much time will your experts need to plan for the CPT that will support the block, and how will you structure their roles to ensure this time can take place during the work day?



## MONEY

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- From where will you source the assessments and related data reports used to determine student regrouping decisions, and at what cost?
- What type of curriculum or curricula do your students and teachers need to ensure the block is used effectively? How much will it cost?
- How will technology be used to achieve the goals of the intervention block? What is the required up-front versus ongoing cost? In addition to the cost of any licensing fees ongoing, schools may encounter start-up costs in the form of securing reliable wireless connections and hardware such as laptops.
- Is in-house expertise sufficient to support your intervention block, and if not, where will you source it from, and at what cost? How will you ensure the effort is job-embedded and sustained?

WATCH-OUTS/ CHALLENGES	IDEAS/TIPS
<p>It's difficult to find enough time for a daily block in the schedule. Teachers don't want to take time away from existing enrichment or electives or reduce time in core instruction.</p>	<ul style="list-style-type: none"> <li>• Consider scheduling the block every other day to reduce the time required to implement it.</li> <li>• Tighten transitions between classes during the school day to save additional time for instruction.</li> <li>• Reallocate time away from core instruction through a targeted approach: Protect time in the highest-priority core subjects, and reallocate time away from lower-priority core subjects.</li> <li>• Consider moving enrichment to after school to create time for intervention during the school day. Community partners may be able to support this approach.</li> <li>• Alternatively, consider extending the school day and scheduling enrichment at the end of the day.</li> <li>• Integrate enrichment opportunities into the block for all students, either daily as part of intervention or on a rotating basis during the week.</li> <li>• Redesign core instruction to increase engagement and relevancy to students, with the aim of integrating enrichment into existing courses and reducing the need for separate, additional time in the schedule.</li> </ul>
<p>Introducing a new block into the schedule will require additional transitions and cause disruption to the school day and lost time.</p>	<ul style="list-style-type: none"> <li>• Provide all staff members responsible for implementation with explicit guidance on how to quickly transition students in and out of the block.</li> <li>• Ensure that strong schoolwide routines and systems support quick transitions between classes.</li> </ul>
<p>Regrouping students frequently across teachers will make it harder for students and teachers to form strong personal relationships.</p>	<ul style="list-style-type: none"> <li>• Ensure your broader school design takes into account the need for stronger relationships between students and teachers, whether through lower teacher loads, advisory periods, "Morning Meeting," or other supports.</li> <li>• Provide all staff members responsible for implementing the block with guidance and protocols for strengthening relationships with students and across students during the block's cycles.</li> </ul>

WATCH-OUTS/ CHALLENGES	IDEAS/TIPS
<p>It's hard to schedule CPT for a long-enough block of time that includes all the relevant staff members.</p>	<ul style="list-style-type: none"> <li>• Schedule the CPT before or after school, adjacent to other planning blocks in the schedule. If contractual constraints prevent this, consider offering stipends for additional time.</li> <li>• Schedule periodic half or full "Data Days" into the calendar, either as part of or in addition to professional development days. If necessary, consider offering stipends for additional time.</li> <li>• Schedule an early release for students one day per week or every other week (typically Fridays); while students spend time with community partners, teachers may use the time for CPT. This approach requires extending the student day on regular days to ensure overall instructional time is protected.</li> <li>• Schedule the block next to a teacher's planning period, and dedicate one block per week or every other week to teacher planning instead of intervention or enrichment. This approach requires supplementary staff coverage for students during this time.</li> <li>• Rotate students to a technology lab for assessment or targeted blended learning periodically (e.g., every two weeks) during a specific core content block, which will free all teachers who share content for a full day.</li> </ul>
<p>Grade level sizes are too small to form the shared-content teaching teams that should guide regrouping decisions, and relatedly, there aren't enough classrooms at each grade level to support student regrouping (e.g., a school has only one 4<sup>th</sup> grade teacher)</p>	<ul style="list-style-type: none"> <li>• Consider forming cross-grade teaching teams (e.g., grades K-1, 2-3, 4-5) to make regrouping decisions, and regrouping students across these grades.</li> </ul>
<p>There may be an insufficient number of effective teachers or content experts in the school to support collaborative planning meetings.</p>	<ul style="list-style-type: none"> <li>• Invest in individual professional growth efforts for your available experts, or consider trading out unnecessary expert positions for those that are targeted to your teachers' most urgent needs.</li> </ul>

WATCH-OUTS/ CHALLENGES	IDEAS/TIPS
<p>There aren't enough core instructional staff to create desired group sizes during the block.</p>	<ul style="list-style-type: none"> <li>• Consider repurposing non-teacher positions during the block to provide additional support, including administrators, instructional coaches or other specialists, tutors, paraprofessionals, encore/elective staff and potentially non-instructional staff such as guidance counselors.</li> <li>• Integrate special education and/or ELL teachers, and use the block as a venue for service delivery.</li> <li>• Stagger the timing of the block in the schedule to enable additional staff to push-in over the course of the school day. Note that this approach may limit the flexibility you have to regroup students in the block across grades.</li> <li>• Consider assigning student leaders to push-in to supervised intervention time, e.g., high-performing 7<sup>th</sup> or 8<sup>th</sup> grade students may be able to offer support to students in 5<sup>th</sup> grade. This approach could be part of a broader initiative to cultivate student leaders and cross-grade mentorship.</li> <li>• Consider targeting limited teachers to small groups on a rotating basis while other students are in larger groups. These larger groups might include tech labs or physical education.</li> </ul>
<p>Non-teachers may resist having their roles repurposed in order to provide push-in support during the block.</p>	<ul style="list-style-type: none"> <li>• Consider targeting redefined roles to a subset of staff members who are willing to pilot this approach in Year 1 (perhaps in one or two grade levels), and ensure these teachers are celebrated for their additional contribution. Broader efforts to build buy-in may be carried out over the course of the pilot.</li> </ul>
<p>Teachers may not trust each other enough to hold each other accountable for producing engaging and rigorous instructional materials.</p>	<ul style="list-style-type: none"> <li>• Trust is built deliberately over time: Invest in strengthening professional adult culture through a summer institute and ongoing team building during CPT.</li> </ul>

## Design Interactions

Strategic school designs have many interconnected components. A well-designed, targeted, and flexible intervention blocks should be integrated with the following design essentials:

- Talent Management and Teacher Leadership
- Expert-led Collaboration and Professional Learning

## Research

- **Making Space: The Value of Teacher Collaboration**

<http://www.edvestors.org/wp-content/uploads/2016/05/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf>

- **Essential Components of RTI—A Closer Look at Response to Intervention**

[http://www.rti4success.org/sites/default/files/rtiessentialcomponents\\_042710.pdf](http://www.rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf)

## Targeted and Flexible Intervention at UP Academy Boston

BOSTON, MA

**Context:** UP Academy is a charter management organization that operates in the Greater Boston area. UP Academy restarted Patrick F. Gavin Middle School, a chronically under-performing public school in Boston. In 2011, fewer than one in three students could read, write, or do math at grade-level proficiency.

UP Academy relies on a 30-minute intervention block Monday through Thursday to ensure students get the help they need to catch up. The block covers literacy or math depending on student need, and teachers rely on assessment data to regroup students every six to eight weeks.

### MAKING IT WORK: RESOURCE IMPLICATIONS



#### PEOPLE

- **Teacher Teaming:** Grade-level teams meet for 50 minutes weekly to review student data and determine action plans for struggling students. This review informs the type of support students receive during their six to eight week intervention cycle, and also determines how they are regrouped for the next cycle. In addition to grade-level teams, shared content teams spend roughly two-and-a-half hours one day per week on instructional planning. These plans are closely aligned to the targeted support that takes place during intervention blocks and tutoring.
- **Expert support:** The dean of curriculum and instruction or other instructional lead pushes-in to meetings to observe and provide feedback to meeting facilitators. This division of labor across the meeting facilitator and expert cultivates greater leadership among teachers who take on facilitation responsibilities, but does require both individuals to take time to align with each other on how the meeting should run.
- **Push-in support for intervention:** All core teachers and in-class support staff such as paraprofessionals staff the intervention block, and UP Academy's literacy and math experts push-in to the block to lower group sizes. Varied types of interventions, some of which rely on technology, have also been tried during the block with targeted groups of students. Because students are regrouped every six to eight weeks, these pilot interventions can be tested and reassessed before implementing more broadly.



## TIME

- **School-wide intervention block:** UP Academy schedules its 30-minute intervention block for all students at the same time Monday through Thursday, immediately following lunch.
- **Schoolwide tutoring block:** Students meet in skill-based groups again at the end of the day for a 50-minute tutoring block, which also takes place Monday through Thursday. The tutoring block is the last period of the day, and these student groups shift more frequently based on the results of teachers' formative assessments.
- **Redesigned student schedule:** The complementary intervention and tutoring blocks are integrated into a student schedule that maintains heterogeneous core instruction as well as enrichment. Monday through Thursday, core courses are supplemented with the 30-minute dedicated literacy or math intervention block as well as the 50-minute tutoring block. On Fridays, students take a double-block of enrichment in the afternoon instead of core classes or interventions supports and have an early release. Teachers remain for professional development (see school schedule for additional detail).
- **Extended Day:** UP Academy extended the standard six-hour school day in Boston Public Schools (BPS) by approximately 45 minutes per day, four days per week to provide students with sufficient time in core subjects, intervention, and enrichment. In 2015, the new teacher contract in BPS extends the day by this amount for most elementary and middle schools. The extended day will be phased in over the next several years.



## MONEY

- **Teacher Time:** UP Academy has an extended school day, but under its current teacher working conditions agreements, teachers agreed to the longer school hours at the standard pay. They have also been able to flexibly use non-instructional staff to support intervention blocks to keep group sizes low. The additional time and support needed for targeted student interventions has thus taken place at no additional cost to the school.
- **Assessments and data reports:** UP Academy has relied on a partnership with Achievement Network (ANet) for common assessments, data reports to guide regrouping decisions, and supplementary expert support. A typical contract with ANet is approximately \$30,000 per year, but this price may vary in other contexts depending on school size and services rendered.

## LEARNING FROM IMPLEMENTATION

UP Academy's investment in intervention time is mirrored closely by its investment in teacher CPT. The dedication of 50 minutes per week in addition to the two-and-a-half hour lesson planning block helps ensure all staff who provide intervention support are aligned on students' needs, and that instructional support remains at a consistently high level of rigor.

## RESULTS

Since 2011, student proficiency jumped 50 points in math and 25 points in English language arts (ELA). On the newest PARCC exams, UP Academy Boston students were number one in academic growth in math.



## *Artifacts*

### **Student Schedule Example:**

<http://bit.ly/2uCmQCT>

### **Teacher Schedule Example:**

<http://bit.ly/2v8s50g>