SRBI

Process for recommending students for SRBI:

Teachers recommend students to their department chair at any time during the year *(Recommendations may be for reading, writing, mathematics, or social and emotional issues. Homework and organizational support is provided during study academy for 9th and 10th graders.)*

➔ Department chairs create a list of students in similar grades / level classes who are recommended for support, they bring the lists to the CARE Team (Counselors, Mike Ellis, Toni Tessier, Administrators)

➔ The CARE Team and the interventionists create a schedule of days and times students will receive support each quarter

➔ Interventionist communicate the schedule to the Study Academy teacher

---

Tier One

Responsible group - Classroom Teachers
- Deliver lessons aligned to the curriculum, making sure to differentiate for students who need support or enrichment
- Monitor students' progress on assessments that measure what students know and how well they communicate that knowledge (i.e. writing, computation)
- Collect and record data e.g. classwork, CFAs, unit tests, and MAP/SAT scores (whichever are applicable to the course)
- Communicate progress with the student, the student's parents, and the student's school counselor as appropriate
- When it seems a student is struggling with assessments, brainstorm differentiation strategies with colleagues in PLC
- Implement differentiation strategies and monitor progress
- Recommend SRBI Tier 2 intervention for students who do not show improvement
  - Recommendations should be given to department chairs

Tier Two

Responsible group – CARE Team and Interventionists
- Organize groups of students recommended for support *(groups of 6-8)*
- Schedule time to meet during 5th block
- Contact Study Academy teachers to let them know students' meeting day and time
- Maintain a brief log book of student participation including pre and post assessment scores
- Deliver targeted lessons (approx. 30 minutes)
- Communicate with the students' teachers, school counselors, and the CARE Team about students' progress

Tier Three

Responsible group – Interventionists
- Organize groups of students recommended for support *(groups of 2-4)*
- Schedule time to meet during 5th block
- Contact Study Academy teachers to let them know students' meeting day and time
- Maintain a brief log book of student participation including pre and post assessment scores
- Deliver targeted lessons (approx. 30 minutes)
- Communicate with the students' teachers, school counselors, and the CARE Team about students' progress

Tier One Strategies used in the classroom:

WRITING
- using graphic organizers for brainstorming
- using checklists for expectations
- using prewriting templates/ outlines
- using rough drafts for instruction
- using peer editing/revision
- using teacher conferencing
- providing documented after-school support from teacher

NUMERACY
- activating prior knowledge
- using visuals cues (number lines, diagrams, formulas, tables)
- listing sequential steps
- using inquiry-based activities
- modeling problems
- making real world connections
- using classroom technology
- working in cooperative grouping
- completing project-based assessments
- developing a math reference sheet (steps, formulas, etc)
- providing documented after-school support

VOCABULARY
- providing context clues
- reviewing prefixes, roots, suffixes
- vocabulary connections
- analogies and metaphors
- using concept maps
- identifying language of origin
- displaying vocabulary terms
- providing practice with academic vocabulary
- providing opportunities to use vocabulary in writing
- providing documented after-school support from teacher

COMPREHENSION
- providing or activating background knowledge
- introducing various text structures (fiction, non-fiction)
- providing graphic organizers to take notes
- providing guided reading questions
- providing strategies for annotating passage
- possible use of non-linguistic and/or graphic representations
- providing supplemental reading material at student's instructional reading level
- providing additional teacher-created materials
- using peer tutor
- allowing for alternative method of response (oral, written)
- providing documented after-school support from teacher

ORGANIZATION / WORK COMPLETION
- assigning preferential seating
- changing proximity to teacher
- repeating and simplifying instructions
- providing visual cuing
- modifying quantity of homework assigned
- using peer note-taker
- having student repeat instructions to teacher
- using graphic organizer
- providing copy of notes
- providing outline of notes / lessons
- checking agenda
- providing additional time/ setting/ support to organize binder, locker, etc.
- providing student with additional time to complete assignments (specific plan)
- using home-school communication plan
- breaking tasks into smaller, attainable steps
- providing rewards for accomplishments (goal setting)
- altering location of materials for student
- providing time for checking posted assignments
- providing additional instructional materials
- providing documented after-school support from teacher

SOCIAL AND EMOTIONAL	ATTENTION / MEMORY
- having student contact their counselor - establishing parent communication plan - providing preferential seating - altering proximity to teacher - reviewing class routines and class expectations - giving reminder cues - setting movement breaks - implementing behavioral management techniques - setting goal with reward - designing and using pass monitoring plan - implementing behavior contract /data collection plan - having alternative setting plan for time-out - completing conflict resolution w/peers - conferencing with guidance or administrator	- keeping oral directions short and simple - having students paraphrase directions - providing written directions and notes as needed - limiting the number of facts, vocab words, concepts delivered in one lesson - reducing quantity of work in favor of quality - providing overlearning and repetition - checking work in progress

Duty	Responsibility
Study Academy	- Check students' grades and assignments in PS - Assist students in organizing their notebooks and assignments (executive functioning support) - Provide daily academic support to all students in your academic study - Contact teachers if students struggle in their class - Ensure appropriate behavior - Communicate with the students' teachers, school counselors, and administrators about the students' progress - Send students to the writing center if they need help with improving an assignment
Reading, Writing and Math Intervention	- Organize groups of students recommended for support - Schedule time to meet during 4th block - Contact Study Academy teachers to let them know students' meeting time/day - Take attendance - Deliver lesson – math or writing / reading strategies (approx. 30 minutes) - Support students' in completing their classwork assignments - Communicate with the students' teachers, school counselors, and administrators about the students' progress
Social-Emotional Learning Support	- Organize groups of students recommended for support - Schedule time to meet during 4th block - Contact Study Academy teachers to let them know students' meeting time/day - Deliver social skills / emotion regulation strategies (approx. 30 minutes) - Support students' with their educational goals - Communicate with the students' teachers, school counselors, and administrators about the students' progress - Maintain a brief log book of student participation
Algebra I Link	Provide differentiated support to students in Algebra I
Writing Drop-In Support	- Provide writing support to students who are working on writing assignments - Keep track of students who use the support (Google Docs) - Send students back to study academy when they finish working