**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

<table>
<thead>
<tr>
<th>Tier One</th>
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<tbody>
<tr>
<td><strong>Responsible group</strong> - Classroom Teachers</td>
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<tr>
<td>• Deliver lessons aligned to the curriculum, making sure to differentiate for students who need support or enrichment</td>
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<td>• Monitor students’ progress on assessments that measure what students know and how well they communicate that knowledge (i.e. writing, computation)</td>
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<td>• Collect and record data e.g. classwork, CFAs, unit tests, and MAP/SAT scores (whichever are applicable to the course)</td>
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<td>• Communicate progress with the student, the student’s parents, and the student’s school counselor as appropriate</td>
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<td>• When it seems a student is struggling with assessments, brainstorm differentiation strategies with colleagues in PLC</td>
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<td>• Implement differentiation strategies and monitor progress</td>
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<tr>
<td>• Recommend SRBI Tier 2 intervention for students who do not show improvement</td>
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<td>o Recommendations should be given to department chairs</td>
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<tr>
<td><strong>Responsible group</strong> – CARE Team and Interventionists</td>
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<tr>
<td>• Organize groups of students recommended for support (<em>groups of 6-8</em>)</td>
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<tr>
<td>• Schedule time to meet during 5th block</td>
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<tr>
<td>• Contact Study Academy teachers to let them know students’ meeting day and time</td>
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<tr>
<td>• Maintain a brief log book of student participation including pre and post assessment scores</td>
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<tr>
<td>• Deliver targeted lessons (approx. 30 minutes)</td>
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<td>• Communicate with the students’ teachers, school counselors, and the CARE Team about students’ progress</td>
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<tr>
<td><strong>Responsible group</strong> – Interventionists</td>
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<tr>
<td>• Organize groups of students recommended for support (<em>groups of 2-4</em>)</td>
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<tr>
<td>• Schedule time to meet during 5th block</td>
</tr>
<tr>
<td>• Contact Study Academy teachers to let them know students’ meeting day and time</td>
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<td>• Maintain a brief log book of student participation including pre and post assessment scores</td>
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## 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

### 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

### 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

### 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
<table>
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<tr>
<th>Duty</th>
<th>Responsibility</th>
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| **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 |
| **SOCIAL AND EMOTIONAL** | - 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 |
| **ATTENTION / MEMORY** | - 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 |