

Response to Intervention: BHS Menu of Strategies

The elements of **High Quality Classroom Instruction** that benefit ALL students include:

Social Learning Environments where students have the opportunity to talk about and wrestle with problems in collaborative work groups.

Student-Centered Learning where teachers facilitate student discussions and class activities are structured around student questions and ideas.

New concepts and ideas are **connected to prior learning** and relevant to students' everyday lives.

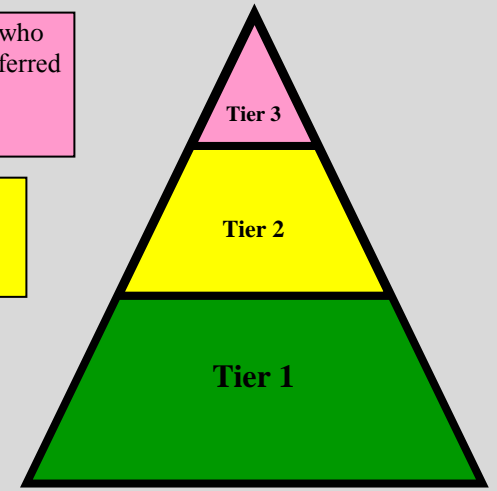
Rigorous expectations for learning are in place for every student.

Appropriate levels of **support** are provided to help all students meet learning goals and develop independence.

Tier 3: Intensive interventions. Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

Tier 2 Individualized interventions. A subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.



When a student struggles, supplement classroom instruction with one or more of the following targeted strategies ...

Reading Comprehension

- Question Answer Relationships
- Text Tagging
- Frayer Model (vocabulary)
- Picture Notes
- Stop and Think
- Activate Prior Knowledge
- Anticipation Reading Guide
- Read & Reread
- Mining Information from the Textbook
- Use reading guides with targeted questions
- Preview reading assignments in class
- Unpacking the reading using key words/phrases
- Use of artifacts, pictures, etc. to accompany reading

Organization/Time Management

- Use of planner to record/track assignments
- Preview assignments as part of lesson
- Consistent routines and procedures
- "Chunking" of long-term assignments/projects
- Use of web resources (website) for posting HW
- Use of gradebook updates to communicate status
- Backpack maintenance checks
- Prioritize handouts (i.e. review materials) for binders with colors

Homework Completion

- Plan assignments from summative assessments
- Reduce the length of assignment
- Clear communication with home re. assignments
- Establish a homework routine
- Provide opportunities to make corrections
- Post HW assignments on website to help parents/students plan for busy times
- Provide opportunities for feedback while HW is in process
- Use of HW quizzes
- Use of mandatory help sessions to make up missed work
- Collect HW directly from each students to increase accountability

Engagement & Motivation

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| <ul style="list-style-type: none"> • Use of exemplars/models of student work • Plan lessons that maximize class participation • Use of pre-assessment to ID student strengths and needs • Frequent formative feedback (early and often) • Use preferential seating/proximity • Student self assessment and reflection • Communicate expectations (i.e. develop/share rubric) prior to beginning work | <ul style="list-style-type: none"> • Provide clear directions • Transition quickly between activities • Plan instruction from bell to bell • Give opportunities for student choice • Pay attention to the on-task student • Peer assessment/feedback opportunities • Plan projects with authentic audiences as part of a balanced assessment program | <ul style="list-style-type: none"> • Allow for multiple tries at an assignment (Mastery Learning) • Provide opportunities to make corrections • Options for summative replacement assignments • Provide attention breaks • Frequent grade updates (SchoolTool, TeacherEase, email) • Maintain a portfolio of student work to show student growth • Provide a balance of assessment opportunities for students to demonstrate understanding of essential concepts |
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