


**Precise Planning for SRBI** ↗  
Challenges and Solutions for Upper Grades

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**SRBI**

- Provide a research-based Tier 1 (**grade level with differentiation**) curriculum that has the highest probability of success with most students.
- Provide additional time, intensity and targeted intervention for students requiring Tier 2 (strategic) instruction.
- Provide additional time, intensity and comprehensive intervention for students in need of Tier 3 (intensive) instruction.

NASDSE, 2007

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**Fluid not Finite**

- The lines between Tier 1, Tier 2 and Tier 3 represent broad fluid categories not concrete designations.
- All student populations are represented in each tier and we work to label the need and not the child.
- Students are not referred to SPED unless they fail to respond to Tier 1, Tier 2 and Tier 3 interventions.
- Students who are not eligible for SPED receive the assistance they need.



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## Secondary Challenges



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## SRBI Challenges

- How do we schedule classes and provide intervention time and space? The master schedule
- How do we move students in a departmentalized schedule?
- How does SRBI fit with standardized testing, credits and graduation requirements?
- How small is a small group?
- What happens if 40% or more of students require intervention?

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## Embrace Your SRBI Configuration! ➤



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### Determining the Tiers

**Clear and Adjustable**

- By functioning grade level
- By percentage on normative measures
- By skill level
- Combination of the above



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### Examples

**Middle and High School**

- Tier 1: Students performing at or above grade level and/or above the 50<sup>th</sup> percentile.
- Tier 2: Students performing between the 4<sup>th</sup> grade level and current chronological grade level or between the the 30<sup>th</sup> and 50<sup>th</sup> percentile on normative measures.
- Tier 3: Students performing at or below the 4<sup>th</sup> grade level or below the 30<sup>th</sup> percentile on normative measures.

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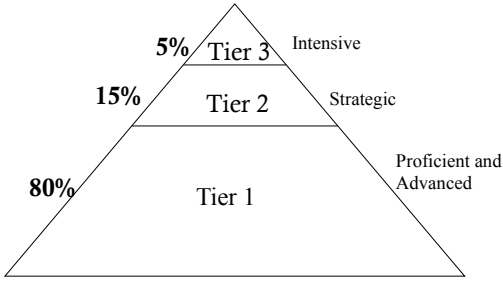
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### Optimum SRBI Configuration



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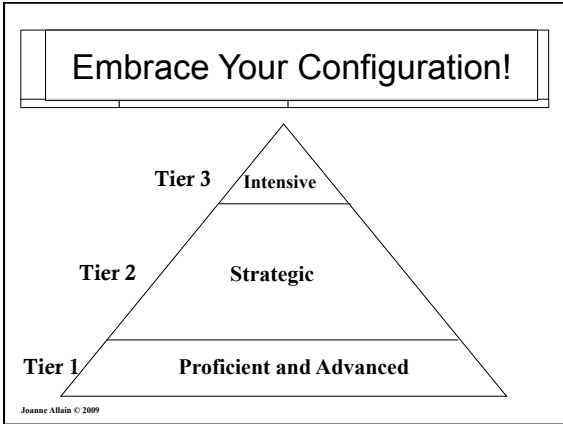
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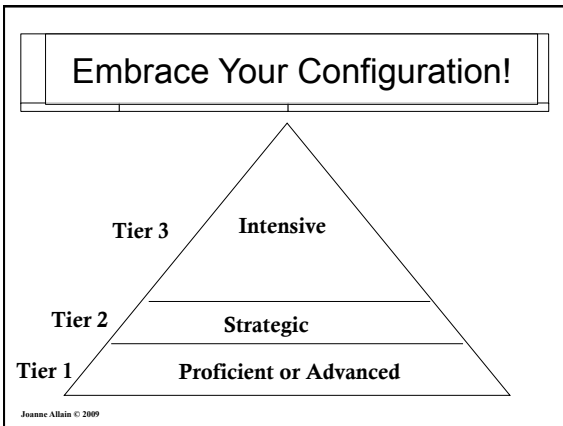
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**Activity: Where Are We Now?**

- Estimate the number of students in your school who are performing at Tier 1, Tier 2 and Tier 3 levels.
- Determine the composition of your district/school's instruction/intervention pyramid.

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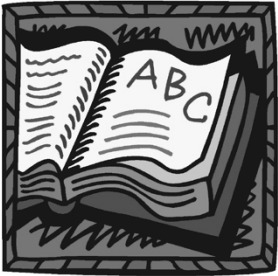
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Instructional Design



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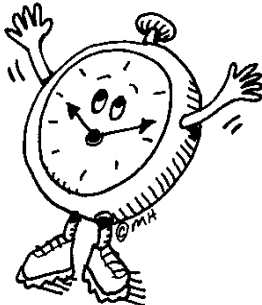
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How Much Time?



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Daily Time Allotments for Tiered Instruction

- Research recommends:
  - Middle/High School intervention
    - Tier 1: One instructional period
    - Tier 2: One instructional period
    - Tier 3: Two instructional periods

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### Tier 2 Instruction

- What instructional content is necessary for Tier 2 instruction?
- What materials and strategies will be used? How will the teachers plan for this?
- How will you design Tier 2 instruction to ensure that the necessary components are taught and monitored?
- Will the Tier 2 classes be homogeneously grouped according to assessed need?
  - Students in need of decoding
  - Students not in need of decoding
- If utilizing small group instruction, how many groups will the teacher be expected to manage?

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### Instructional Variation in Tier 2

Grade	Tier	Performance Level	Grade Span
Grade 6	2	Grades 4-5.5	1 ½ years
Grade 7	2	Grades 4-6.5	2 ½ years
Grade 8	2	Grades 4 – 7.5	3 ½ years
Grade 9	2	Grades 4 – 8.5	4 ½ years
Grade 10	2	Grades 4 – 9.5	5 ½ years
Grade 11	2	Grades 4 – 10.5	6 ½ years
Grade 12	2	Grades 4 – 11.5	7 ½ years

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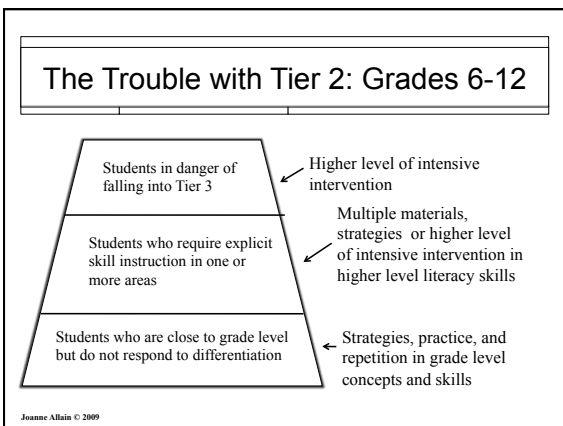
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### Instructional Design Choices

- Higher level of an intensive curriculum
  - Highly structured for the teacher and the students
  - Includes instruction in all or most literacy skills
- Discreet skill instruction using multiple resources or a comprehensive intervention
  - Multiple research based materials or a comprehensive intervention used in an organized fashion to address the literacy needs of students
- Instruction in literacy skills using grade level materials in English/Language Arts and/or Social Studies
  - Using existing materials with an emphasis on literacy skills

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### Tier 2 Intervention Class Design: 6-12

Day	Decoding	Fluency	Vocabulary	Comprehension	Writing
Mon.	Decoding practice	Word and passage fluency	Academic and content words in context		
Tues.	Decoding review	Passage fluency	Review words, add prefixes and suffixes	Preview reading and cloze read. Model think aloud.	
Wed.			Multiple Meaning	Question and interpretation	Sentence structure
Thurs.			Figurative	Main idea and detail	Begin summary
Friday			Review vocabulary	Revisit the selection for details	Graphic organizer, edit, publish.

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### Tier 3 Instruction

- Students who are significantly below grade level and have not responded to Tier 1 or Tier 2 instruction.
- Students require instruction in all literacy skills
- Instruction requires more time and intensity.
- Instruction is comprehensive and systematic.
- Instruction is provided in the smallest groups possible.
- Students should not participate in Tier 3 over and over with no progress. Non-respondents are referred to SPED.

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### Activity: Instruction and Intervention

- What interventions are already used at your school site?
- How are they being applied?
- What are your needs?

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### Class Configuration at Middle/High

What we know:

- Tier 1 instruction must meet the needs of most students
- Intervention (Tiers 2 and 3) requires additional time and intensity targeted to student need. ( one additional class period for tier 2 and two periods for tier 3)
- Student movement among the tiers is based on assessed need and fits with school schedule when possible.
- Student movement must be fluid and manageable.
- Instructional staff must be available to teach all tiers.
- Physical space must be available for all tiers

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### Secondary: Option One

- All English/Language Arts classes are scheduled throughout the school day and are heterogeneously grouped.
- A reading support elective (mandatory) is added to the schedule to allow for enrichment for Tier 1 or Tier 2 intervention.
- Students in need of Tier 3 intervention receive 2 periods of intense instruction in addition to the English/Language Arts class.
- Intervention classes are blended across grades and populations based on student need.
- Tier 2, and Tier 3 intervention classes are scheduled during the same period as much as possible.

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**Option One**

- Tier 2: Strategic
- Tier 2: Strategic
- Tier 3: Intensive
- Tier 3: Intensive

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**Secondary: Option Two**

- English/Language Arts classes are scheduled throughout the day.
- English/Language Arts classes are heterogeneously grouped.
- Students are pulled out for Tier 2 or Tier 3 intervention during other classes. (one period for Tier 2 and two periods for Tier 3)
- Tier 2 intervention may occur within another class (e.g. Social Studies)
- Intervention classes are homogeneously grouped based on student need.
- Intervention classes are blended across grades and populations.

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**Secondary: Option Three**

- English/Language Arts classes are double blocked. (1 period core credit and one period elective)
- English/Language Arts classes are scheduled at the same time of the day as much as possible.
- English/Language Arts classes are homogeneously grouped based on assessed need and grade level.
- Pacing, intensity, content, exposure to the core and explicit instruction are based on assessed student need.
- Classes are blended across populations.

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**Option Three**

- English/Language Arts Blocked (Tier 1)
- English/Language Arts Blocked (Tier 2)
- English/Language Arts Blocked (Tier 2)
- English/Language Arts Blocked (Tier 3)

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**Secondary : Option Four**

- English/Language Arts Classes are heterogeneously grouped for students in Tier 1 and Tier 2.
- English/Language Arts Classes are scheduled throughout the day.
- Students requiring Tier 3 intervention are removed from grade level curriculum and receive 2 blocked periods of intense intervention. The class counts for 1 grade level and one elective class. Classes are blended across grade levels and populations.
- Tier 2 classes are homogeneously grouped and replace 1 elective class. Classes are blended across grade levels and populations.
- Tier 2 and 3 classes are parallel scheduled as much as possible.

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**Secondary: Option Four**

- Tier 2
- Tier 2
- Tier 3
- Tier 3

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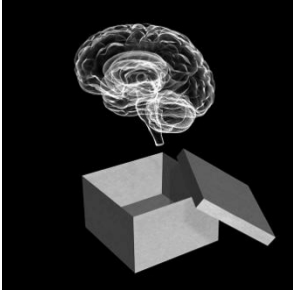
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### Small Schools: Think Outside the Box!

- Determine your resources:
  - SPED teachers
  - Support Personnel
  - Interventionists
  - Older students who are able to assist with groups or read with younger students
  - Retired teachers or college students
  - Elective teachers for Tier 2 instruction



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### Class Configuration and Schedules

- SRBI is the priority when developing the school schedule.
- Inclusion of all students. SRBI is not a special education initiative.
- Blocked classes with additional time for intervention, enrichment and reinforcement.
- Parallel classes and flexible groups
- Specific instruction for English Learners



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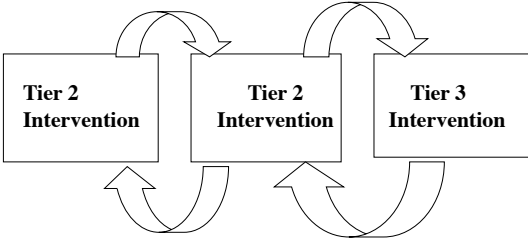
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### Flexible Grouping: Natural Movement



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**Activity: Class Configuration and Schedules**

- Think about your school SRBI pyramid, capacity of your instructional staff and your student population.
- Discuss the benefits and limitations of each configuration.
- Add additional configuration models that you might consider
- Discuss your school schedule to determine the possibility of scheduling parallel classes.

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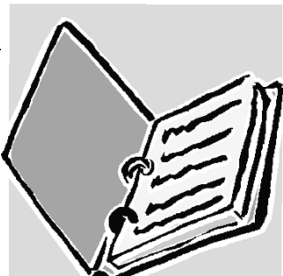
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**The SRBI Operations Manual**

- Articulate every decision, procedure and policy to ensure clarity and coherence.
- The handbook is an operations manual.
  - Who
  - What
  - When
  - Where
  - How
  - Why



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**Improvement is a Process**

“Improvement is a process, not an event. Schools don’t suddenly “get better” and meet their performance targets. Schools build capacity by generating internal accountability--greater agreement and coherence on expectations for teachers and students--and then by working their way through problems of instructional practice at ever-increasing levels of complexity and demand.

(Elmore, 2004)

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