

Academic Support

Here is what you can count on!

(2008/2009)

<p>1. Assist in <u>Intervention Planning and Strategies</u></p>	<ul style="list-style-type: none"> • Identify students' strengths and weaknesses • Use student, teacher, and parent input/data to guide instruction and intervention • Provide individualized support (during study hall or lunch study) such as but not limited to: <ol style="list-style-type: none"> 1. Basic math support/remediation using small study groups, manipulative tools, pre-teaching, re-teaching, targeting content support 2. Incorporation of reading strategies: QAR, pre-reading, KWL, Top 10 Words, buddy reading... 3. Higher-level math such as extended response prompts and enrichment 4. Writing strategies like outlining, read-it-out-loud, graphic organizers, using mnemonics or pyramids for spelling... • Assist in <u>tracking systems</u> for identified students <ol style="list-style-type: none"> 1. Rating Scales 2. Student monitoring charts for academic progress 3. Local measuring for progress, CBMs, Performance Series, or other specified instrument
<p>2. Support for <u>Modifications and/or Differentiated Instruction</u></p>	<ul style="list-style-type: none"> • Providing instructional support such as, but not limited to: <ol style="list-style-type: none"> 1. modifications for assignments and tests

	<p>2. cooperative grouping</p> <p>3. assist in planning units for differentiated learning</p> <ul style="list-style-type: none"> • Researching most effective methods for students at risk in particular classrooms and subjects
3. Lunch Study 6 th and 7 th grade	<ul style="list-style-type: none"> • use entrance and exit criteria for students to attend – according to pre-determined needs as set by team-designed plan and parent involvement, remaining students based on teacher referral on G-drive or if space is available • facilitate and help students with identified strategies or areas of need • promote and monitor self-efficiency with current work • guide students for peer tutoring or cooperative grouping • teach specified mini-lessons
4. Communication	<ul style="list-style-type: none"> • Attend each 6th grade team meetings once per week • Attend 7th grade team (Penguins and Lions) meetings once per week • Attend 8th grade team meetings as needed • Parent contact for direct involvement for specific students, either through team, counselor, or alone • Weekly reports provided to the 6th and 7th grade teams, posted on G-Drive, regarding identified students' progress • Frequent informal email regarding student updates, changes, or concerns
6. Problem-Solving Team	<ul style="list-style-type: none"> • Use the Response to Intervention model to align best instruction, monitoring tools, and most importantly progress with students from a whole team perspective