# WINTHROP PUBLIC SCHOOLS
## District Curriculum Accommodation Plan
January 2019



**Winthrop Public Schools**
**Core Values**
**PRIDE**
**P**ERSONALSUCCESS***R**ESPECT***I**NTEGRITY***D**EDICATION***E**XCELLENCE

# WINTHROP PUBLIC SCHOOLS
## Instructional Strategy 2018-2021

| VISION |
|---|
| Winthrop Public School graduates are confident self-directed lifelong learners who are productive contributors to the diverse global community. |
| **MISSION** |
| Winthrop Public Schools will provide progressive learning experiences through a rich program of studies and high-quality instruction that educate, develop and support all students to reach their full potential and appreciate the diversity in our world as conscientious members of society. |

| OBJECTIVES | PRIORITIES |
|---|---|
| **High Quality, Rigorous Instruction and Curriculum Alignment** | **1.1** Expand and invest in programs and instructional practice that provide authentic student-centered learning<br>**1.2** Improve student reading and writing outcomes by aligning curriculum and instructional best practice K-12<br>**1.3** Institute and promote, coaching, peer observation and feedback opportunities vertically and horizontally, between school buildings to decrease learning gaps and avoid repetition.<br>**1.4** Support continuous curriculum development and instructional excellence with a shared vision for high quality outcomes and expectations |
| **Teaching All Students in a Safe and Welcoming Environment** | *2.1 Integrate and expand social/emotional and safety supports and resources for all students and staff*<br>*2.2 Expand programs and instruction that recognize and support the needs of students, staff and families in an increasingly diverse community*<br>*2.3 Expand the efforts to support and assist students in navigating the world of technology in a way that is safe, respectful and balanced* |
| **Professional Culture and Community Engagement** | **3.1** Enhance the Professional Learning Community in rich professional development that ensures everyone's focus on high expectations and continuous improvement of professional practice.<br>**3.2** Create more opportunities for community partnerships to enhance educational opportunities<br>**3.3** Cultivate an expertise and skill set to strengthen a professional culture of excellence for effective teaching practices in our classrooms |

# WHY DO WE HAVE A DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)?

**IT IS THE LAW.**

### MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTION 38Q1/2

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

### MASS GENERAL LAWS, CHAPTER 71, SECTION 59C

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

## WHAT DOES A DCAP ENSURE?

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAPs) to help ensure all efforts have been made to meet students' needs in general education. The plan should encompass efforts as follows:

• Analysis of diverse learning styles within the general classroom;

• Accommodations to meet needs of the diverse learning styles within a general education class;

• Provision of appropriate services and supports within the general education classroom;

• Services to address the needs of children whose behavior may interfere with learning;

• Encouragement of parental involvement in their children's education;

• Encouragement of teacher mentoring and collaboration;

• Assistance to general education staff through professional development and collaboration.

This Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program **for the benefit of all students.**

## WHAT IS IN WINTHROP PUBLIC SCHOOL'S DCAP?

**The Winthrop Public School's DCAP is a comprehensive plan that includes the following components:**

• *Building-based Massachusetts Tiered System of Support Team (MTSS)/Student Study Teams (SST)* that meet regularly as needed and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The Team consults with specialists who can provide important information and expertise to the general education teachers. Families are sometimes a part of the process as well. Establishing home/school connections is a strategy that is often implemented because of referral to the team.

• *Our schools employ the services of many specialists* for assisting students who need extra support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.

• *Winthrop Public Schools provides a mentoring program for all first and second year educators*. Year one staff participate in a year-long Induction Program as well as work with a veteran teacher on a one to one basis. In year two teachers choose to either participate in Differentiated Instruction course offered by the district or complete some additional 50 mentor log hours with an educator with a professional teachers license.

• *Professional Development* is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.

• *Ongoing academic support* is available at the building level. These opportunities are provided by Title 1 reading specialists, Title III English Language Learner support, individual grants, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students, so they can successfully apply their knowledge to classroom and real-life situations.

• *Staff can provide individual accommodations to students on an as needed basis and specific to the content of a situation*. This document includes curriculum accommodation for elementary, middle and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select from for appropriate accommodations for individual students, **in no way does the DCAP limit the accommodations that staff may choose to implement to meet a student's needs**.
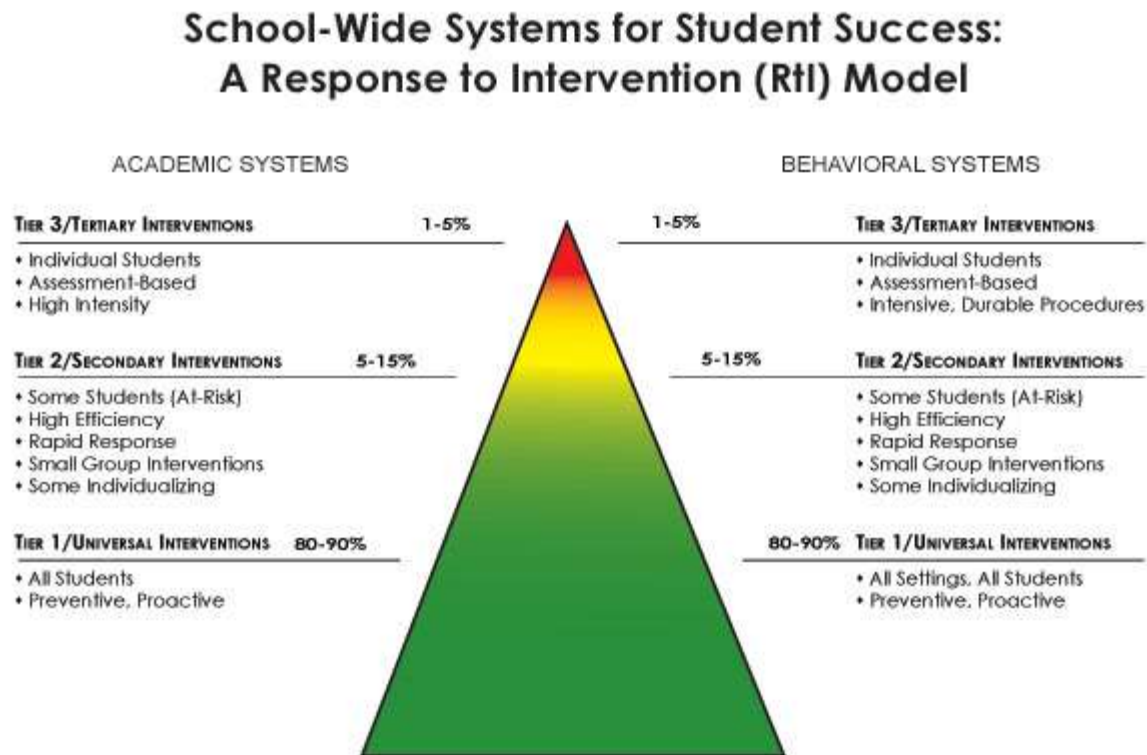
**The DCAP is intended to address various strategies at each level including:**

• *Accommodations to address various students' learning needs*, including students who are identified as English Language Learners, at risk, Title 1, special education, high achievers, and those requiring behavioral supports.

• *Support services* that are available to students through the general education programs, including services to address the needs of students whose behavior may interfere with learning.

• *Direct and systematic reading instruction for all students*.

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## WHAT IS MTSS/RTI?

Response to Intervention is a three-tiered system of instruction for all students in which there is a greater level of intervention provided. See the chart below.



School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS

TIER 3/TERTIARY INTERVENTIONS    1-5%        1-5%    TIER 3/TERTIARY INTERVENTIONS
• Individual Students                                • Individual Students
• Assessment-Based                                   • Assessment-Based
• High Intensity                                     • Intensive, Durable Procedures

TIER 2/SECONDARY INTERVENTIONS    5-15%      5-15%   TIER 2/SECONDARY INTERVENTIONS
• Some Students (At-Risk)                            • Some Students (At-Risk)
• High Efficiency                                    • High Efficiency
• Rapid Response                                     • Rapid Response
• Small Group Interventions                          • Small Group Interventions
• Some Individualizing                               • Some Individualizing

TIER 1/UNIVERSAL INTERVENTIONS    80-90%   80-90%   TIER 1/UNIVERSAL INTERVENTIONS
• All Students                                       • All Settings, All Students
• Preventive, Proactive                              • Preventive, Proactive

# RESOURCES, STRUCTURES AND SUPPORT SERVICES FOR **ALL WINTHROP PUBLIC SCHOOL STUDENTS**

The accommodations listed below may be implemented as needed to support academic achievement for all students in the Winthrop Public Schools. These accommodations are general education interventions available to all students whenever appropriate. This is not intended to be an inclusive list but only a sampling of interventions that may be discussed during the MTSS/SST Process or during meetings and should be considered as integral to effective instruction for all students.

- Multi-modal instruction
- Differentiated instruction/assignment
- Peer tutoring, mentoring or study buddy
- Agenda or student planner supervision/support
- Alternative assessments
- Study skills strategies
- Incentive rewards (non-food)
- Content area reading strategies
- Individualized help
- Small group instruction
- Preferential seating
- Social skills support
- General organizational skills
- Rubrics - clear expectations
- Posted visual supports
- Access to technology in the classroom
- Individualized behavior management plans
- Motor breaks, accommodated seating, proximity
- Frequent/ongoing communication with families
- Timers and tokens (when appropriate)
- Backward design
- Enlarged text (when necessary)
- Graphic organizers
- Extended time on tests and assignments
- Limited number of problems on assignment or test
- Collaboration/consultation with related service specialists, i.e., counselors, speech/language, school psychologist, occupational therapist, physical therapist, nurse and administrators.

## RESOURCES, STRUCTURES AND SUPPORT SERVICES
## AT WINTHROP EARLY ELEMENTARY SCHOOL – GFB

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Winthrop Upper Elementary School. Additionally, the building-based Student Study Team (SST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

**Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students:**

- Manageable class sizes staffed by highly qualified personnel who demonstrate core content knowledge.
- Standardized (formative/summative) testing data: MCAS, DIBELS, Benchmark Reading and Benchmark Math assessments, and teacher administered assessments to inform instruction.
- Differentiation of Instruction
- Professional development for both professional and paraprofessional staff members.
- Increasing student achievement through Common Planning Time (CPT) and the Instructional Leadership Team (ILT) and by aligning to the Massachusetts Curriculum Frameworks. Then designing instruction and assessment tools to reach student learning goals.
- District-wide Kindergarten Screening
- Building based cultural enrichment activities (involving family interaction).
- Writing portfolio system
- Title I/Supplemental intervention reading groups.
- Standardized and informal assessments as part of a testing data base: pre/post assessments (formative/summative data to measure progress over time).
- After school activities
- Developmental reading evaluations and support

**Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting:**

- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials.
- Occupational Therapist/Physical Therapist/Speech and Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for informal screening(s), parent/home consult capacity.
- Library Support Staff – Specialist teachers available for consultation with teachers to determine resources for content specific materials, support for enrichment and research.
- Nurses – Offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed.
- District/School Psychologist – Staff training, referrals, informal/formal special education evaluations.
- English as a Second Language (ESL) Teachers – Direct services for identified students.
- Administrative Team. Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation.
- Teacher Assistance (Student Support Team) – Review of staff, administration and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review.
- Technology Assistants – support to both staff and students with hardware and software options.
- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies.
- Therapists (outside agencies) – Teacher consultations, observations of students.

## RESOURCES, STRUCTURES AND SUPPORT SERVICES
## AT WINTHROP UPPER ELEMENTARY SCHOOL - ATC

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Winthrop Upper Elementary School. Additionally, the building-based Student Study Team (SST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

**Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students:**

- Manageable class sizes staffed by highly qualified personnel who demonstrate core content knowledge.
- Standardized (formative/summative) testing data: MCAS, DIBELS, Benchmark Reading and Benchmark Math assessments, and teacher administered assessments to inform instruction.
- Differentiation of Instruction
- Professional development for both professional and paraprofessional staff members.
- Increasing student achievement through Common Planning Time (CPT) and the Instructional Leadership Team (ILT) and by aligning to the Massachusetts Curriculum Frameworks. Then designing instruction and assessment tools to reach student learning goals.
- Building based cultural enrichment activities (involving family interaction).
- Computer labs
- Title I/Supplemental intervention reading groups.
- Standardized and informal assessments as part of a testing data base: MCAS, pre/post assessments (formative/summative data to measure progress over time).
- After school activities
- Academic summer school reading and math program for identified students (tuition based).

**Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting:**

- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials.

- Occupational Therapist/Physical Therapist/Speech and Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for informal screening(s), parent/home consult capacity.
- Library Support Staff – Specialist teachers available for consultation with teachers to determine resources for content specific materials, support for enrichment and research.
- Nurses – Offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed.
- District/School Psychologist – Staff training, referrals, informal/formal special education evaluations.
- English as a Second Language (ESL) Teachers – Direct services for identified students.
- Administrative Team.  Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation.
- Teacher Assistance (Student Support Team) – Review of staff, administration and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review.
- Technology Assistants – support to both staff and students with hardware and software options.
- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies.
- Therapists (outside agencies) – Teacher consultations, observations of students.
- ELA data liaison and Math Coach: Direct Instruction, consultation regarding curriculum modifications in the areas of reading, writing and math.

**Suggested Accommodation, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students for *BOTH EARLY and UPPER ELEMENTARY SCHOOLS: GFB & ATC***

**Physical**

- Arrange preferred seating
- Incorporate stress release activities
- Use visual/auditory aids
- Experiment with the use of space
- Include energizers (creative movement, Brain Gym)
- Remove distractions
- Consider a better student/teacher match

**Structural**

- Change instructional levels (differentiate)
- Develop alternative assignments
- Regular progress monitoring
- Scheduled Social Emotional Learning (SEL) Program

**Behavioral**

- Change seats
- Utilize charts
- Refer parents to agency
- Provide a set of rewards
- Adjust behavior management
- Use corrective measures
- Provide ongoing praise
- Refer to mediation
- Individual and small group guidance
- Utilize charts/graphs to monitor expectations and provide a visual for student self-check monitoring
- Counseling services ("Lunch Bunch", mediation, social circles)
- Develop behavioral interventions plans (BIP)
- Consult with school psychologist, social worker, special needs staff
- Facilitate parent/support communication
- Incorporate positive reinforcement incentives/rewards
- Adjust classroom management strategies

**Organizational**

- Develop flexible/modified schedule
- Implement a progress reporting system
- Invite parental assistance
- Arrange parent workshops/help opportunities
- Frequent progress reports
- Utilize homework logs

**Remedial**

- Provide test taking strategies and practice
- Utilize miscue analysis/prescriptive teaching
- Offer after-school support
- Improve parental communication
- Find a buddy reader

**Technology**

- Incorporate appropriate software
- Schedule computer-assisted instruction
- Provide calculators
- Take advantage of computer labs
- Use listening centers
- Arrange email communication
- Post homework at online sites

**Curriculum/Instruction/Assessment**

- Provision of multi-modal presentations of materials: visual, auditory, "hands-on"
- Utilize differentiated instruction and assignments
- Develop alternate assignments
- Repeat or reteach concepts (spiraled review)
- Offer peer teaching/group activities
- Model content area reading strategies (directly taught)
- Provide individual help in the classroom (one on one conferences with students with specific feedback.
- Use of technology/computer assisted instruction, (Lexia, On line Math Program)
- Provision of enrichment activities
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches
- Model use of graphic organizers
- Arrange seating accommodations
- Allow extended time on tests
- Provide manipulatives
- Use alternate assessments
- Identify learning style
- Provide visual cures
- Include transition cues
- Create flashcards
- Breakdown tasks
- Small group instruction
- Reduce load (less is more)
- Provide wait time
- Provide reference tools
- Teach test-taking strategies and provide practice
- Teach reading strategies
- Utilize flexible grouping
- Utilize team teaching – cooperative teaching
- Consult with and co-plan by grade level teams

## RESOURCES, STRUCTURES AND SUPPORT SERVICES
## AT WINTHROP MIDDLE SCHOOL AND WINTHROP HIGH SCHOOL

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Winthrop Middle School and High School. Additionally, the building-based Student Study Team (SST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

**Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students:**

- Manageable class sizes staffed by highly qualified personnel who demonstrate core content knowledge.
- Standardized (formative/summative) testing data: MCAS, Math benchmark assessment (SMI) at WMS along with Common Unit assessments (formative/summative data to measure progress over time, College Boards and Mid-terms and Finals at WHS, and teacher administered assessments to inform instruction.
- Differentiation of Instruction to include various learning modalities
- Professional development for both professional and paraprofessional staff members.
- Increasing student achievement through Common Planning Time (CPT) and the Instructional Leadership Team (ILT) and by aligning to the Massachusetts Curriculum Frameworks. Then designing instruction and assessment tools to reach student learning goals.
- Building based cultural enrichment activities (involving family interaction).
- Curriculum based "academic choice" instruction and activities to meet the needs of all learners
- Accelerated Intervention classes at grades 6 – 8/Team structure at 6 – 8
- Leveled classes in core subjects at grades 9 – 12
- Strong elective program for exploration and to meet interest areas at WHS
- Honors courses offered in core academic areas at WHS/8th grade Math/Algebra
- MCAS preparation options
- Extracurricular and co-curricular after school activities
- Academic summer school programs for identified students
- Course/grade level acceleration/retention at WMS/repeat of courses at WHS
- ELL support
- Before and after school help available in all disciplines
- Advanced Placement (AP) Coursework offered at WHS

**Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting:**

- Reading Specialist/Occupational Therapist/Physical Therapist/Speech and Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for informal screening(s), parent/home consult capacity.
- Nurses – Offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed.
- District/School Psychologist – Staff training, referrals, informal/formal special education evaluations.
- English as a Second Language (ESL) Teachers – Direct services for identified students.
- Administrative Team.  Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation.
- Teacher Assistance (Student Support Team) – Review of staff, administration and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review.
- Technology Assistants – support to both staff and students with hardware and software options.
- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies.
- Therapists (outside agencies) – Teacher consultations, observations of students.
- Instructional Leadership Team (ILT) Assist administrators in curriculum and instruction oversight, teacher assistance and curriculum resource acquisitions and allocation.
- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy around behavioral interventions for students, and management strategies to support teachers.
- CET Administrative Chairperson – woks with building-based teams, including chairing (annual, initial, re-evaluations and progress update) meetings. Behavioral interventions with students, scheduling, response to intervention and co-teaching model, plan effective transitions for students and families, management strategy for teachers, scheduling MCAS groupings, supervision of programs, supervision of staff and evaluations.

**Suggested Accommodation, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students for *BOTH MIDDLE and HIGH SCHOOLS: WMS & WHS***

**Physical**

- Arrange preferred seating
- Incorporate stress release activities
- Use visual/auditory aids
- Experiment with the use of space
- Include energizers (creative movement, Brain Gym)
- Remove distractions
- Consider a better student/teacher match

**Structural**

- Change instructional levels (differentiate)
- Change instructors
- Cross grade levels (older peers teach younger)
- Develop alternative assignments

**Behavioral**

- Change seats
- Utilize charts
- Provide a mentor
- Refer parents to agency
- Provide a set of rewards
- Plan parental programs
- Adjust behavior management
- Use corrective measures
- Provide ongoing praise
- Refer to mediation
- Individual and small group guidance
- Consult with school psychologist, social worker, special needs staff
- Facilitate parent/support communication
- Adjust classroom management strategies
- Arrange alternative programs that are innovative in style

**Organizational**

- Develop flexible/modified schedule
- Provide a school wide agenda system – WMS
- Rotate the students schedule - WMS
- Reduce the student's schedule

- Invite parental assistance
- Arrange parent workshops/help opportunities
- Frequent progress reports
- Homework posted on-line
- Extra-curricular activities

**Remedial**

- Provide test taking strategies and practice, note taking skills
- Utilize study groups/Develop study skills strategies
- Arrange tutoring/peer tutoring
- Offer after-school support
- Improve parental communication
- Intervention classes at WMS
- Schedule Counsel or meetings

**Technology**

- Incorporate appropriate software
- Focus more on Technology integration and use of Chromebooks
- Provide calculators
- Arrange email communication
- Post homework at online sites

**Curriculum/Instruction/Assessment**

- Provision of multi-modal presentations of materials: visual, auditory, "hands-on"
- Utilize differentiated instruction and assignments
- Develop alternate assignments
- Repeat or reteach concepts (spiraled review)
- Offer peer teaching/group activities
- Provide individual help in the classroom (one on one conferences with students with specific feedback).
- Use of technology/computer assisted instruction (Lexia, IXL,SMI)
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches
- Model use of graphic organizers
- Arrange seating accommodations
- Allow extended time on tests
- Provide manipulatives
- Use alternate assessments
- Identify learning style
- Provide visual cures
- Include transition cues

- Create flashcards
- Provide effective study guides
- Shorten assignments
- Breakdown tasks
- Small group instruction
- Reduce load (less is more)
- Provide wait time
- Provide reference tools
- Teach test-taking strategies and provide practice
- Teach reading strategies
- Utilize flexible grouping
- Utilize team teaching – cooperative teaching

**Winthrop Public Schools**
**Winthrop Massachusetts**
Building
Curriculum Accommodation Plan
William Gorman Fort Banks Elementary School
Ilene Pearson, Principal
2018 – 2019

| Strategies | Description |
|---|---|
| *Assistance to regular education teachers, such as professional development that will help them to analyze and accommodate various student' learning needs, including students who are English Language Learners and to manage students' behavior effectively.*<br><br>*Data is also available from a variety of sources to assess student achievement and to inform instruction.* | • Professional Development throughout the year<br>• District Program offering on Differentiated Instruction<br>• Teacher Induction Program; Mentor Program<br>• MTSS/SST Team & RTI Support<br>• Data Analysis<br>• DIBELS<br>• Lexia Core 5<br>• Student Performance System (SPS)<br>• Behavior Intervention Plans<br>• School Adjustment Counselor & District Psychologist<br>• ELL Teachers<br>• Reading Specialists/Title I Services<br>• SEI Training for all content teachers<br>• IEP/504 Accommodation Plans<br>• District Developed Curriculum Benchmarks<br>• Speech and Language Services<br>• Occupational Therapy<br>• Educational Support Personnel to support instruction<br>• Informal observations and consultation<br>• Professional Learning Communities (PLCs)<br>• Discipline Matrix<br>• Alignment to the Curriculum Frameworks<br>• Differentiated Instruction/Flexible Grouping<br>• Using assessment data to inform instruction |
| *Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.* | • Behavior Intervention Plans<br>• School Nurse<br>• Principal/Asst. Principal/SPED Administrator<br>• MTSS/SST Team & RTI Support<br>• School Adjustment Counselor & District Psychologist<br>• OT/PT/Speech Pathologists Consultation<br>• Differentiated Instruction and Assessment<br>• Differentiated Curriculum<br>• Testing Accommodations<br>• Special Education Teachers<br>• Reading Specialists/Title I Services<br>• ELL Teachers<br>• IEP/504 Accommodation Plans<br>• Educational Support Personnel to support instruction<br>• Flexible groups within the classroom |

| | |
|---|---|
| | • Home/School Communication |
| *Direct and systematic instruction in math literacy and Science for all students.* | • Comprehensive state Curriculum Frameworks In ELA, Math, and Literacy<br>• DIBELS<br>• Progress Monitoring<br>• Benchmark Assessments<br>• Flexible groups based on assessment<br>• Reading Specialist/Title I Services<br>• Dedicated 90-minute Literacy block<br>• Grade level Data Meetings<br>• ELL Teachers<br>• Writing Portfolio System<br>• Lexia Core 5<br>• Scholastic Reading Inventory (SRI)<br>• Scholastic Reading Counts (SRC)<br>• Three-Tiered Reading Model<br>• IREADY Online Learning Platform |
| *Mentoring & Collaboration: Supporting each other by example and experience or by working together.* | • Mentoring Program:<br>  ▪ New teachers meet regularly with their cohort of new teachers. They share and support each other.<br>  ▪ New teachers are matched with a veteran colleague who helps to assimilate them with both the district and their educator needs.<br>• Common Planning time w/grade level teachers<br>• Faculty Meetings |
| *Parent Involvement: This includes strategies that encourage parents to be informed and involved in their children's education.* | • School PTO<br>• School Newsletter/Fort Report<br>• School Monthly Calendar<br>• Parent Advisory Council/ School Site Council<br>• Parent Volunteers – Maintaining the school library And school events and supplemental academic support for students in grades PreK – 2.<br>• Title I services and Parent Night<br>• Literacy and Math Games Night<br>• Incoming K Student tours and social<br>• Curriculum Night<br>• Community Health Forum<br>• Winthrop Parent Network Night<br>• Ice Cream Social<br>• Open Houses<br>• Parent Conferences<br>• Scholastic Book Fair<br>• School Website<br>• Connect Ed phone system<br>• Progress Reports/Report Cards<br>• Student Handbook<br>• Summer Reading Program |

**Winthrop Public Schools**
**Winthrop Massachusetts**
Building
Curriculum Accommodation Plan
Arthur T. Cummings Elementary School
Norah Grimes, Principal
2018 – 2019

| Strategies | Description |
|---|---|
| *Assistance to regular education teachers, such as professional development that will help them to analyze and accommodate various student' learning needs, including students who are English Language Learners and to manage students' behavior effectively.*<br><br>*Data is also available from a variety of sources to assess student achievement and to inform instruction.* | • Professional Development throughout the year<br>• District Program offering on Differentiated Instruction<br>• Teacher Induction Program; Mentor Program<br>• MTSS/SST Team & RTI Support<br>• Data Analysis/MCAS Analysis<br>• Lexia Core 5<br>• Student Performance System (SPS)<br>• Behavior Intervention Plans<br>• School Adjustment Counselor & District Psychologist<br>• ELL Teachers<br>• Reading Specialists/Title I Services<br>• 3 – 5 Math Coach<br>• SEI Training for all content teachers<br>• IEP/504 Accommodation Plans<br>• District Developed Curriculum Benchmarks<br>• Speech and Language Services<br>• Occupational Therapy<br>• Educational Support Personnel to support instruction<br>• Informal observations and consultation<br>• Professional Learning Communities (PLCs)<br>• Social Emotional Learning (SEL) Program<br>• TenMarks (Replacement)<br>• Alignment to the Curriculum Frameworks<br>• Differentiated Instruction/Flexible Grouping<br>• Using assessment data to inform instruction<br>• Hands-on Science Units |
| *Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.* | • Behavior Intervention Plans<br>• School Nurse<br>• Principal/Asst. Principal/SPED Administrator<br>• MTSS/SST Team & RTI Support<br>• School Adjustment Counselor & District Psychologist<br>• OT/PT/Speech Pathologists Consultation<br>• Differentiated Instruction and Assessment/Curriculum<br>• Testing Accommodations<br>• Special Education Teachers<br>• Reading Specialists/Title I Services/Math Coach<br>• ELL Teachers<br>• In-School Suspension/Diversion Program<br>• IEP/504 Accommodation Plans |

| | |
|---|---|
| | • Educational Support Personnel to support instruction<br>• Flexible groups within the classroom<br>• Home/School Communication |
| *Direct and systematic instruction in math literacy and Science for all students.* | • Comprehensive state Curriculum Frameworks In ELA, Math, and Literacy<br>• DIBELS<br>• Progress Monitoring<br>• Benchmark Assessments<br>• Flexible groups based on assessment<br>• Reading Specialist/Title I Services/Math Coach<br>• Dedicated 90-minute Literacy block<br>• Grade level Data Meetings<br>• ELL Teachers<br>• Lexia Core 5<br>• Scholastic Math Inventory (SMI)<br>• Scholastic Reading Inventory (SRI)<br>• Scholastic Reading Counts (SRC)<br>• Three-Tiered Reading Model |
| *Mentoring & Collaboration: Supporting each other by example and experience or by working together.* | • Mentoring Program:<br>  ▪ New teachers meet regularly with their cohort of new teachers. They share and support each other.<br>  ▪ New teachers are matched with a veteran colleague who helps to assimilate them with both the district and their educator needs.<br>• Common Planning time w/grade level teachers<br>• Faculty Meetings |
| *Parent Involvement: This includes strategies that encourage parents to be informed and involved in their children's education.* | • School PTO<br>• School Newsletter<br>• School Monthly Calendar<br>• Parent Advisory Council/ School Site Council<br>• Title I services and Parent Night<br>• Literacy and Math Games Night<br>• Curriculum Night<br>• Community Health Forum<br>• Open Houses<br>• Parent Conferences<br>• Scholastic Book Fair<br>• School Website<br>• Connect Ed phone system<br>• Progress Reports/Report Cards<br>• Student Handbook<br>• Summer Reading Program |

**Winthrop Public Schools**
**Winthrop Massachusetts**
Building
Curriculum Accommodation Plan
Winthrop Middle School
Brian Curley, Principal
2018 – 2019

| Strategies | Description |
|---|---|
| *Assistance to regular education teachers, such as professional development that will help them to analyze and accommodate various student' learning needs, including students who are English Language Learners and to manage students' behavior effectively.* | • Professional Development throughout the year<br>• District Program offering on Differentiated Instruction<br>• Teacher Induction Program; Mentor Program<br>• MTSS/SST Team & RTI Support<br>• Data Analysis<br>• Behavior Intervention Plans<br>• School Adjustment Counselor & District Psychologist<br>• ELL Teachers<br>• SEI Training for all content teachers<br>• IEP/504 Accommodation Plans<br>• Speech and Language Services<br>• Occupational Therapy<br>• Educational Support Personnel to support instruction<br>• Informal observations and consultation<br>• Professional Learning Communities (PLCs)<br>• |
| *Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.* | • Behavior Intervention Plans<br>• School Nurse<br>• Principal/Asst. Principal/SPED Administrator<br>• Guidance Counselor<br>• MTSS/SST Team & RTI Support<br>• School Adjustment Counselor & District Psychologist<br>• OT/PT/Speech Pathologists Consultation<br>• Differentiated Instruction and Assessment<br>• Differentiated Curriculum<br>• Testing Accommodations<br>• Special Education Teachers<br>• Reading Specialists/Title I Services<br>• ELL Teachers<br>• IEP/504 Accommodation Plans<br>• Educational Support Personnel to support instruction<br>• Flexible groups within the classroom<br>• Home/School Communication |
| *Direct and systematic instruction in math literacy and Science for all students.* | • Comprehensive state Curriculum Frameworks In ELA, Math, Literacy and Science<br>• Benchmark Assessments<br>• Flexible groups based on assessment<br>• Reading Specialist/Title I Services<br>• Grade level Data Meetings |

| | |
|---|---|
| | • ELL Teachers<br>• Scholastic Reading Inventory (SRI)<br>• Scholastic Reading Counts (SRC) |
| *Mentoring & Collaboration: Supporting each other by example and experience or by working together.* | • Mentoring Program:<br>   ▪ New teachers meet regularly with their cohort of new teachers. They share and support each other.<br>   ▪ New teachers are matched with a veteran colleague who helps to assimilate them with both the district and their educator needs.<br>• Common Planning time w/grade level teachers<br>• Faculty Meetings |
| *Parent Involvement: This includes strategies that encourage parents to be informed and involved in their children's education.* | • School PTO<br>• School Monthly Calendar<br>• Parent Advisory Council/ School Site Council<br>• Title I reading services<br>• Curriculum Night<br>• Community Health Forum<br>• Open Houses<br>• Parent Conferences<br>• School Website<br>• Connect Ed phone system<br>• Progress Reports/Report Cards<br>• Student Handbook<br>• Summer Reading Program |

**Winthrop Public Schools**
**Winthrop Massachusetts**
Building
Curriculum Accommodation Plan
Winthrop High School
Matthew Crombie, Principal
2018 – 2019

| Strategies | Description |
|---|---|
| *Assistance to regular education teachers, such as professional development that will help them to analyze and accommodate various student' learning needs, including students who are English Language Learners and to manage students' behavior effectively.* | <ul><li>Professional Development throughout the year</li><li>District Program offering on Differentiated Instruction</li><li>Teacher Induction Program; Mentor Program</li><li>MTSS/SST Team & RTI Support</li><li>Data Analysis</li><li>School Adjustment Counselor & District Psychologist</li><li>ELL Teachers</li><li>SEI Training for all content teachers</li><li>IEP/504 Accommodation Plans</li><li>Speech and Language Services</li><li>Occupational Therapy</li><li>Educational Support Personnel to support instruction</li><li>Informal observations and consultation</li><li>Professional Learning Communities (PLCs)</li><li>Teacher administered mid-terms and finals</li></ul> |
| *Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.* | <ul><li>School Nurse</li><li>Principal/Asst. Principal/SPED Administrator</li><li>Guidance Counselors</li><li>MTSS/SST Team & RTI Support</li><li>School Adjustment Counselor & District Psychologist</li><li>OT/PT/Speech Pathologists Consultation</li><li>Differentiated Instruction and Assessment</li><li>Differentiated Curriculum</li><li>Extra Help Sessions before school</li><li>Testing Accommodations</li><li>Dual Enrollment options (including local colleges/universities/distance online learning courses)</li><li>Special Education Teachers(Inclusion)</li><li>ELL Teachers</li><li>MCAS Tutoring</li><li>Extra-Curricular activities</li><li>Strong elective program for exploration and to meet a variety of interests</li><li>Community Service</li><li>IEP/504 Accommodation Plans</li><li>Educational Support Personnel to support instruction</li><li>Flexible groups within the classroom</li><li>Home/School Communication</li></ul> |

| | |
|---|---|
| *Direct and systematic instruction in math literacy and Science for all students.* | • Comprehensive state Curriculum Frameworks In ELA, Math, Literacy and Science<br>• ELL Teachers<br>• Special Education Service providers<br>• Developmental reading evaluations and support |
| *Mentoring & Collaboration: Supporting each other by example and experience or by working together.* | • Mentoring Program:<br>    ▪ New teachers meet regularly with their cohort of new teachers. They share and support each other.<br>    ▪ New teachers are matched with a veteran colleague who helps to assimilate them with both the district and their educator needs.<br>• Common Planning time w/grade level teachers<br>• Faculty Meetings |
| *Parent Involvement: This includes strategies that encourage parents to be informed and involved in their children's education.* | • School PTO<br>• School Monthly Calendar<br>• Parent Advisory Council/ School Site Council<br>• Curriculum Night<br>• Community Health Forum (Wellness Week)<br>• Parent Conferences<br>• Chaperones<br>• At Risk Survey<br>• School Website<br>• Connect Ed phone system<br>• Progress Reports/Report Cards<br>• Student Handbook<br>• Summer Reading Program<br>• Parent Advisors (by Class)<br>• Science Fair<br>• College Fair<br>• SAT Prep Course |

# Winthrop Public Schools

Request to discuss child at Massachusetts Tiered System of Support
(MTSS)(SST) - PreK - Grade 5

*Please include as much data and as many work samples as possible

Student's name: _____Date: _____

Grade/Subject/Teacher: _____

Current services:          IEP     504     Title 1     RTI    SEL     None

(Circle all that apply) _____

Please Complete:

SRI_____           SMI_____          Dibels_____

MCAS (If Applicable):   ELA_____      Math_____     SCI_____

ACCESS (If Applicable): _____      Overall _____

| Overall Strengths: | Overall Areas of concern: |
|---|---|
| | |

ELA: (Fluency, Phonics, Comprehension etc.)

_____ ELA                                                         _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Math: (Computation, Word Problems, Math sense etc.)

_____ Math                                                        _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Written Language (Content, Grammar, Organization, etc.)

_____ Written Language                                    _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Oral Language: (expressive language, receptive language, articulation etc.)

_____ Oral Language                                       _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Fine Motor: (Handwriting, Sensory, Visual Perception)

_____ Fine Motor                                                    _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Gross Motor: (Walking, running, stairs, PE class etc.)

_____ Gross Motor                                                    _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Behavioral Concerns (Attention, Organization, Opposition, Disrupt/Avoid)

_____ Behavioral Concerns                                    _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Social Emotional (Interactions with Peers/adults, Difficulty w/Transitions, Concerns regarding home/school communication)

_____ Social Emotional                                    _____ N/A

| Area of Concern | Intervention Attempted | Result |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

History of parent/guardian contact:

| Parent/Guardian | Nature of Contact | Outcome |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

_____          _____

Parent/Guardian Signature (If applicable)          Date

# Winthrop Public Schools

Request to discuss child at Massachusetts Tiered System of Support
(MTSS)(SST) - Grades 6 - 12

*Please include as much data and as many work samples as possible

Student's name: _____Date: _____

Grade/Subject/Teacher: _____

Current services:          Title 1     Remedial      ICE       SEL       None
(Circle all that apply)
Additional Information: _____

_____

| Overall Strengths: | Overall Areas of concern: |
|---|---|
|  |  |

Students Current Grades:
ELA: _____ Math: _____ Science: _____ Social Studies: _____

MCAS ELA: _____ MCAS Math: _____ MCAS SCI: _____

Additional Information: _____

_____

**Student Strengths** *(Check all that apply)*

| | |
|---|---|
| ☐ Positive attitude/respectful | ☐ Works well with peers |
| ☐ Hard worker | ☐ Organized |
| ☐ Other: | |

**Behavioral Concerns:** *(Check all that apply)*

| | |
|---|---|
| ☐ Verbally disruptive/aggressive | ☐ Truant/Tardy |
| ☐ Physically disruptive/aggressive | ☐ Difficulty transitioning to classes |
| ☐ Avoidance concerns | ☐ Easily distracted or distracted |
| ☐ General bullying concerns | ☐ Difficulty organizing materials |
| ☐ Other: | |

**Personal Concerns:** *(Check all that apply)*

| | |
|---|---|
| ☐ Hygiene | ☐ Safety concerns |
| ☐ Sleeps in class/lethargic | ☐ Difficulty with coordination or speech production |
| ☐ Frequent visits to nurse | ☐ Vision/hearing concerns |
| ☐ Other: | |

**Other Comments/Concerns:**

## Classroom Interventions Previously Tried

What strategies have been used prior to the SST referral? *(Check all that apply)*

| Strategy | Length of time strategy used | Results? |
|---|---|---|
| ☐ Contacted Parents/Established parent conference | | |
| ☐ Contacted Principal/Assistant Principal | | |
| ☐ Consulted with Specialist:<br>- Special Education Teachers<br>- ELL Teachers<br>- Reading Specialists<br>- Speech Language Pathologists<br>- Occupational Therapist<br>- Physical Therapist<br>- Other: | | |
| ☐ Referred to Homework Zone | | |
| ☐ Offered Before/After School Help | | |
| **Instructional accommodations applied** | | |
| **Strategy** | **Length of time strategy used** | **Results?** |
| Presentation:<br>☐ Provided graphic organizers<br>☐ Provided multisensory cues<br>☐ Frequent repetition of information<br>☐ Break down lengthy assignments in to small parts<br>☐ Provided word banks/multiple choice<br>☐ Provided additional wait time<br>☐ Behavioral chart implemented<br>☐ Other: | | |
| Response:<br>☐ Allowed oral responses instead of written<br>☐ Voice to text/text to speech<br>☐ Typed responses<br>☐ Reduced # of examples required to demonstrate content knowledge<br>☐ Other: | | |

| Strategy | Length of time strategy used | Results? |
|---|---|---|
| Timing:<br>☐ Allowed additional time on tests/assignments/projects<br>☐ Allowed frequent breaks<br>☐ Provided transition cues<br>☐ Established agenda book timeline for tests/assignments/projects<br>☐ Other: | | |
| Setting:<br>☐ Small group instruction<br>☐ Access to special education teacher<br>☐ Seated near instruction/away from distractions<br>☐ Paired with peer mentor<br>☐ Assessments taken in quiet setting outside of general ed. classroom<br>☐ Paired with educational support personnel<br>☐ Other: | | |
| ☐ Other: | | |

# Winthrop Public Schools
## Massachusetts Tiered System of Support (MTSS)(SST) K - 5

Teacher Name: _____

Date Submitted: _____

Student Name: _____

Meeting on: _____

| Please bring the following to your meeting scheduled for: |
|---|
| - |
| - |
| - |
| - |
| - |
| **Interim Suggestions:** |
| |

| [ Part 3] | MTSS MEMBERS (Name and Role on Team) |
|---|---|
| Principal - | Classroom Teacher - |
| Asst. Principal - | |
| | |
| | |

| POSSIBLE INTERVENTIONS: |
|---|
| |
| |
| |
| |

| IMPLEMENTATION PLAN: |
|---|

Record what the MTSS members need to do in preparation for implementing the intervention plan.

| Intervention | Frequency & Duration | By Whom | Data Collection Method |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Next Meeting Date:**

**[ Part 4]**

| RESPONSE TO INTERVENTION FINDINGS – CONCLUSIONS: |
|---|
| |

A.   *Problem Solved- Student exits intervention plan and returns to core curriculum*
B.   *Continue the Intervention Plan*
    1.   *Discontinue current intervention because goals have been met and develop a new intervention plan with new goals*
    2.   *Revise the plan because goals have not been met*
    3.   *Continue the plan because progress is evident although goals have not been met*
C.   *Problem not solved, consider referral for special education or 504 plans*

*Modified from documents originally developed by Wayne Callender http://www.k12.wa.us/SpecialEd/pubdocs/RTI/RTI.do*

# Winthrop Public Schools
## Massachusetts Tiered System of Support (MTSS)(SST) Grades 6 - 12

| MTSS MEMBERS (Name and Role on Team) | |
|---|---|
| Principal - | Classroom Teacher - |
| Asst. Principal - | |
| | |
| | |

**POSSIBLE INTERVENTIONS:**

| |
|---|
| |
| |
| |
| |

**IMPLEMENTATION PLAN:**

Record what the MTSS members need to do in preparation for implementing the intervention plan.

| Intervention | Frequency & Duration | By Whom | Data Collection Method |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Next Meeting Date:** _____

**RESPONSE TO INTERVENTION FINDINGS – CONCLUSIONS:**

| |
|---|
| |

    A.   *Problem Solved- Student exits intervention plan and returns to core curriculum*
    B.   *Continue the Intervention Plan*
        1.   *Discontinue current intervention because goals have been met and develop a new intervention plan with new goals*
        2.   *Revise the plan because goals have not been met*
        3.   *Continue the plan because progress is evident although goals have not been met*
    C.   *Problem not solved, consider referral for special education or 504 plans*
*Modified from documents originally developed by Wayne Callender http://www.k12.wa.us/SpecialEd/pubdocs/RTI/RTI.doc*

# Winthrop Public Schools
## Massachusetts Tiered System of Support (MTSS)(SST)

| [ Part 2 or 3] | Specialist Invitation/Request |
|---|---|

Specialist: _____     Date: _____

Student Name: _____     Meeting on: _____

Area of

Specialization: _____

| Specialist's Informal Classroom Observation          Date of Observation: |
|---|
|  |

| Specialist's Recommendation(s): |
|---|
|  |

| Suggestions for Progress Monitoring if Necessary: |
|---|
|  |
|  |
|  |
|  |
|  |

Form C