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Vision Statement

At Fall River Public Schools, we endeavor to provide all students equitable experiences that engage them in high quality learning and teaching through rigorous, standards-aligned core instruction, accelerated academic learning opportunities, and social-emotional support and development. We believe that if we commit to supporting and developing educators to effectively provide targeted opportunities that will make grade-level instruction accessible for all students, then students will experience more equitable instruction that puts them on a path to meet and exceed grade level expectations each and every year.

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."

In accordance with Massachusetts General Laws, the Fall River Public Schools has developed and implemented the following to support schools in meeting students' needs in the general education setting:

- To assist educators in assessing and accommodating diverse learning styles of all children in the general education classroom (FRPS Supports)
- To assist educators in providing and using appropriate services and supports *within* the general education classroom and consulting and recommending appropriate interventions that *wrap around* the general education classroom to support students whose academic, social/emotional and/or behavioral needs are interfering with learning in the general education classroom, including those students who may not (or may no longer) qualify for special education, 504 or ESL services (FRPS Supports)

- To support educators with ongoing opportunities for professional learning and growth through mentoring, coaching and collaboration relative to addressing the diverse needs of students within the general education classroom and in communicating with parents/guardians on same ([FRPS Supports](#))
- To support parents/guardians with ongoing opportunities to deepen their engagement, understanding and involvement in the learning experiences of their children within the general education classroom ([FRPS Supports](#))

In the following curriculum accommodation plan, FRPS communicates strategies that support instruction and engagement across content areas, describes professional development and mentoring opportunities, and outlines its practices related to family and community engagement.

Strategies that Support Instruction and Engagement Across Content Areas

In the following tables, FRPS describes a tiered approach to accommodations to support students in accessing core instruction. An **accommodation** changes how a student learns the material and/or demonstrates their learning. The purpose of the accommodation is to provide a student with equal access to learn grade level content and demonstrate what they know or are able to do. An accommodation DOES NOT change the student learning outcome, instructional level, or content.

Elementary Education Strategies to Support Instruction and Engagement

Elementary Engagement Across Content Areas
Listed below are successful strategies to address social, emotional and behavioral issues that impede learning.

Classroom Culture	*Access and Sustained Engagement*
- Establish a community of learning and collaboration that is physically, intellectually, and safe for all learners - Incorporate SEL curriculum of Choose Love into classroom content - Celebrate individual, and group, and classroom successes - Establish daily morning meeting as part of regular classroom routine /culture - Use curriculum, texts, etc that ensures diverse students cultures are represented - Build cool-down spaces or self-regulation stations within the classroom - Create heterogeneous groups so students can learn from and model their peers' behaviors. - Communicate change in routine whether scheduled or staff ahead of time when possible - Let students know ahead of time when transitions will occur - Avoid assumptions of students need, but rather ask students directions	- Include movement breaks, Brain Breaks, Mindfulness Breaks and/or energizers during content periods - Remove audio and visual distracts with use of headphones, privacy screens etc - Use of frequent Checks for Understanding - Arrange student seating in a way that will minimize distractions - Use graphic organizers, Anchor Charts, Unit Walls, etc to chunk information - Have students restate the instruction back in their own words - Represent abstract concepts in a variety of ways such as words, symbols, drawings, movement, and acting out - Provide opportunities for students to explain the concepts to others - Encourage students to verbalize what they are doing by using words, pictures, manipulatives, and numbers - Group students with appropriate peers - Emphasize time limits for finishing assignments - use a timer

● Pre-teach social cues and classroom expected social behaviors ● Ensure classroom climate is maintained as a safe zone for all students ● Build relationships with the whole child to foster understanding of students strengths, interests, skills, and values ● Establish regular communication with parent/guardians about student needs, challenges, growth, and accomplishments ● Use social stories to address classroom themes (i.e grief, diversity etc)	● Encourage critical thinking by engaging students in active participation through deep questioning

Tier 2 targeted SEL interventions embedded in core

- Allow students more time to explain and justify their thinking process
- Utilize stress release activities (manipulatives, fidgets, sensory tools, etc)
- Incorporate Assistive Technologies/platforms to support personalized learning/growth
- Create behavior plan/contract with students, collaborate with students about contract requirements and positive incentives for completion
- Provide individual and class-wide incentives
- Arrange student seating in a way that will minimize distractions
- Hold doorway conferences (supported regulation and return)
- Allow for alternate workspace location, including for testing/assessments
- Request SAC or school counselor to the room (before sending student to the SAC/school counselor)
- Use think-alouds and conversation strategies to develop meta-cognative skills
- Utilize charts and/or graphs to monitor and/or assess classroom prosocial behaviors

Tier 3 targeted SEL interventions
- Refer to /consult with student support team
- Create of student success plan
- Refer student to SAC or School Counselor for participation in targeted academic or SEL group or individual sessions
- Collaborate and/or consult with related services (OT, Nurses, Counselors, administrators, etc)
- Create behavioral modification plan - includes incentives, checklist, charts, contracts, etc

Elementary Literacy Instruction (Reading and Writing) Across the Content Areas

Listed below are successful teaching strategies to support striving readers and writers.

To improve fluency skills:	***To support information processing:***
Wonders Routine p.130 ● Model fluent reading ● Incorporate choral reading ● Incorporate cloze reading ● Incorporate echo reading ● Employ structured partner reading ● Plan for multiple reading of the same text ● Provide explicit instruction in phrasing and punctuation ● Incorporate automaticity grids	● Employ wait time to provide enough time for students to answer questions ● elicit more details responses through follow-up questions ● Plan for routine quick writes to allow for processing before discourse ● use Accountable Talk to support processing ● modeling through think alouds

To improve comprehension skills:	To improve written expression:
● Chunk the text into meaningful segments ● Present information in multiple ways with an emphasis on multi-modal input ● Stay grounded in thematic units ● Plan for data-driven small group reading instruction ● Employ The Writing Revolution techniques ● Plan for Collaborative Conversations (Wonders Routine p.21) ● Engage in Close Reading (Wonders Routine p.88) ● Use the finding Evidence Routine (Wonders Routine p.89) ● Use the retelling Routine (Wonders p.91) ● Plan mini-lessons on high leverage comprehension strategies (making predictions, visualizing, summarizing, rereading, asking and answering questions) ● Use Interactive Reading and think alouds to model comprehension, ● Model annotation through shared reading (Wonders Routine p.102) ● Use Somebody-Wanted-But-So Strategy to support summarizing ● Use consistent graphic organizers specific to genre, text structure, or purpose ● Teach various text structures ● Build conceptual understanding using a graphic organizer (concept web) that grows throughout the study of a topic ● Use pictures and media to build knowledge ● Use the Language Circle puzzle to support elements of a narrative ● Use formative quick checks to adjust practice ● Teach content area reading strategies ● Use The Writing Revolution/Framing Your Thoughts to support the understanding of complex sentence structures **To improve vocabulary acquisition:** ● Use the Steps of Vocabulary Acquisition routine ● Display sentence frames or starters ● Post a word bank ● Teach vocabulary strategies (Context Clues; Prefixes, Suffixes, and Root Words)	● Post and teach students how to use alphabet and grapheme charts ● Provide and support the use of word walls ● Give frequent targeted and actionable feedback ● Collaborative with students to set goals and track progress ● Use Kelly Gallagher's ABC of On-Demand Writing ● Employ The Writing Revolution techniques ● Post a word bank ● Use the finding Evidence Routine (Wonders Routine p.89) ● Use the Respond to Text Routine (Wonders Routine p.90) ● Use the analytical Writing Routine (Wonders Routine p.142) ● Use rubrics, student models, and anchor papers/shared writing model ● Share criteria for success and how it aligns to the writing model (post or given to students) ● Use formative quick checks to adjust practice ● Model (orally and in writing) how to respond in complete sentences and use academic language ● Use mentor text to teach author's craft ● Use graphic organizers to support structure ● Allow students to vocalize while writing ● Allow computer usage for writing tasks ● Use a variety of routine writing tasks (quick writes, process pieces, response to literature, genre-specific) ● Use checklists for proofing written work

● Utilize the Vocabulary Routine (Wonders Routine p.77) ● Plan for Collaborative Conversations (Wonders Routine p.21) ● Model learning strategies and guide students' comprehension of new vocabulary words ● Use visual Vocabulary Cards offer additional visual and tactile support ● Provide corrective feedback to model correct form for a response. ● word study (morphology) ● Use screened collections to support concept vocabulary	

Tier 2 Embedded in Core:
- Use Wonders Tier 2 Intervention materials in small group reading instruction (supplemental to the core)
- Provide small group differentiated writing instruction (supplemental to the core)
- Provide differentiated center/station/independent work (supplemental to the core)
- Confer with students one-on-one to give specific, actionable feedback

Elementary Numeracy Across Content

Listed below are successful teaching strategies to support students' ability to understand and work with numbers.

To support engagement:	*To support information processing:*
● Provide choice: invite students to decide which problem to start with, select a subset of problems to complete, which strategy to use, the order they complete a task ● Leverage curiosity and students' existing interests; invite students to name connections to their own lived experiences ● Provide a consistent lesson structure (warm-up, activities, synthesis, cool-down, e.g.) ● Use various grouping structures and progressions (Individual to Pair, or Small Group to Whole Class Progression) ● Give opportunities to apply skills to real-world contexts *To develop effort and persistence:* ● Chunk this task into more manageable parts. Check in with students to provide feedback and encouragement after each chunk ● Differentiate the degree of difficulty or complexity by starting with accessible values ● Periodically revisit math community norms and provide group feedback that encourages collaboration and community	❖ Provide opportunities for self-assessment, enable students to monitor their own progress ❖ Offer flexibility and choice with the ways students demonstrate and communicate their understanding ❖ Invite students to explain their thinking verbally or nonverbally with manipulatives, drawings, diagrams ❖ Support fluency with graduated levels of support or practice ❖ Apply and gradually release scaffolds to support independent learning ❖ Support discourse with sentence frames or visible language displays ❖ Provide independent think time before students engage with others or responses are discussed ❖ Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity ❖ Help students process new content using methods from oral traditions ❖ Provide students authentic opportunities to process content ❖ Teach students cognitive routines using the brain's natural learning systems

- Provide on-going feedback that helps students maintain sustained effort and persistence during a task
- Encourage self-reflection and identification of personal goals
- Provide access to tools and strategies designed to help students self-motivate and become more independent

To develop language of the content:
- Support use of vocabulary, mathematical notation, and symbols with charts, pictures, diagrams, tables
- Highlight connections between representations to make patterns and properties explicit
- Present problems or contexts in multiple ways, with diagrams, drawings, pictures, media, tables, graphs, or other mathematical representations
- Use translations, descriptions, movement, and images to support unfamiliar words or phrases
- Provide a structured and interactive opportunity for students to revise and refine both their ideas and their verbal and written output (IM Stronger & Clearer Each Time Routine)
- Capture a variety of students' oral words and phrases into a stable, collective reference (IM Collect and Display Routine)
- Give students a piece of mathematical writing that is not their own to analyze, reflect on, and develop (IM Clarify, Critique, Correct Routine)
- Facilitate meaningful interactions by positioning some students as holders of information that is needed by other students (IM Information Gap Routine)
- Allow students to get inside of a context before feeling pressure to produce answers, to create space for students to produce the language of mathematical questions themselves, and to provide opportunities for students to analyze how different mathematical forms and symbols can represent different situations (IM Co-Craft Questions)
- Ensure that students know what they are being asked to do, create opportunities for students to reflect on the ways mathematical questions are presented, and equip students with tools used to actively make sense of mathematical situations and information (IM Three Reads Routine)

- ❖ Use formative assessments and feedback to increase intellective capacity
- ❖ Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- ❖ Construct viable arguments and critique the reasoning of others.
- ❖ Provide Think Time before expecting a response from students

To improve the ability to attend to important details:
- Use vertical lines/cells/graph paper for organizing work
- Reduce the number of problems on a page
- Teach students to deconstruct the question
- Provide specific feedback
- Provide access to templates, rubrics, and checklists
- Post visible goals, objectives, and schedules
- Annotate displays with specific language, different colors, shading, arrows, labels, notes, diagrams, or drawings
- Provide appropriate reading accommodations
- Maximize transfer and generalization: name connections to previous examples, invite students to identify important details or features to remember

To improve understanding of concepts:
- Develop concepts from concrete to abstract
- Present information both auditorily and visually
- Use context when introducing new material
- Promote models aligned to the content
- Give extra time to explore and practice
- Teach academic vocabulary while concept is explored
- Provide visuals and examples
- Explain directions and assignments both orally and in writing
- Support making connections among topics/themes
- Assign strategic partners
- Provide access to a variety of tools or materials

- Foster students' meta-awareness as they identify, compare, and contrast different mathematical approaches and representations (IM Compare and Connect)
- support rich and inclusive discussions about mathematical ideas, representations, contexts, and strategies (IM Discussion Supports)
- Revoice student ideas to demonstrate mathematical language use by restating a statement as a question in order to clarify, apply appropriate language, and involve more students.
- Press for details in students' explanations by requesting that students challenge an idea, elaborate on an idea, or give an example.
- Show central concepts multi-modally by using different types of sensory inputs: acting out scenarios or inviting students to do so, showing videos or images, using gestures, and talking about the context of what is happening.
- Practice phrases or words through choral response.
- Think aloud by talking through thinking about a mathematical concept while solving a related problem or doing a task.
- Demonstrate uses of disciplinary language functions such as detailing steps, describing and justifying reasoning, and questioning strategies.
- Give students time to make sure that everyone in the group can explain or justify each step or part of the problem. Then make sure to vary who is called on to represent the work of the group so students get accustomed to preparing each other to fill that role.
- Prompt students to think about different possible audiences for the statement, and about the level of specificity or formality needed for a classmate vs. a mathematician, for example.

- Present content using multiple modalities: Act it out, think aloud, use gestures, use a picture, show a video, demonstrate with objects or manipulatives
- Look for and make use of structure

To increase the rate of work completion:
- Use a timer
- Use a student specific checklist
- Chunk assignments

To address gaps in prerequisite math knowledge:
- Provide just-in-time intervention to allow for access into grade level content
- Activate or supply background knowledge to build connections to prior understandings and experiences (models, eg.)
- Assess students on numeracy understanding (including fact fluency)
  - Math Add+Vantage ®
  - Two Pen Assessments
- Create goals with each student
- Provide small group instruction based on individual need. Utilize resources based on the data from those assessments above.
  - 📄 Structure Number In Clas…
  - 📄 Addition & Subtraction In …
  - 📄 Number Words and Nume…
- Progress monitor students on an on-going basis
- Have students track their own data
- Build in collaboration time with partner

Tier 2 Embedded in Core:
- Provide small group differentiated math instruction (supplemental to the core)
- Provide differentiated center/station/independent work (supplemental to the core)
- Confer with students one-on-one to give specific, actionable feedback

Secondary Education Strategies to Support Instruction and Engagement

Secondary Engagement Across the Content Areas
Listed below are successful strategies to address social, emotional and behavioral issues that impede learning.

Classroom Culture	*Access and Sustained Engagement*
- Restorative and Accountable Practices (Engaging Schools, Responsive Classroom) - Incorporate SEL curriculum of *Choose Love* into classroom content - Responsive Classroom Strategies - Self Regulation Supports - Establishing a community of learning and collaboration that is physically, intellectually and socially safe for all learners - Establish classroom routines and rituals; including the use of physical space, access to materials and resources - Develop shared understanding of classroom expectations for behavior and learning - Post agenda, objectives, and homework assignments in consistent area - Ensure classroom climate is maintained a safe zone for all students - Build relationships with whole child to foster understanding of students strengths, interests, skills, and values - Establish regular communication with parent/guardians about student needs, challenges, growth, and accomplishment - Celebrate individual, and group, and classroom successes	- Essential Questions - Advanced Organizers, Anchor Charts, Unit Walls - Use curriculum, texts, etc that ensures diverse students cultures are represented - Student Generated Questions - Provide Peer assistance/tutoring - Student Choice and voice - Comprehensible Input - varied presentation of information leveraging learning styles, background - Relevance and Authenticity (purpose, problem, product) - Checks for understanding - Mastery Feedback, Wise Feedback - Brain Breaks - Mindfulness Breaks - Movement Breaks [Phenomenon-based pedagogy and routines](#) for science

Tier 2 targeted SEL interventions embedded in core
- Body proximity and quiet redirection (reminders, opportunities to self regulate)
- Visual/non verbal cues to refocus
- Allow for alternate workspace location, including for testing/assessments
- Scaffolding of complex tasks to differentiate instruction
- Arrange student seating in a way that will minimize distractions
- Doorway conference (supported regulation and return)
- Cool Down/Reflection
- SAC or school counselor to the room (before student to the SAC/school counselor)
- School Counseling Classroom Workshops

Tier 3 targeted SEL interventions
- Referral to student support team
- Creation student success plan
- Referral of student to SAC or School Counselor for participation in targeted academic or SEL group
- Collaborate and/or consult with related services (OT, Nurses, Counselors, administrators, etc)
- Creation of behavioral modification - includes incentives, checklist, charts, contracts, etc
- Before School, After-School or FLEX/WIn period support

Secondary Literacy Across the Content Areas
Listed below are successful teaching strategies to support struggling/striving readers and writers.

Reading	Information Processing

To support fluency and automaticity and word recognition
 ● Measure fluency and know your students independent and instructional reading levels (simple running record or use digital platform such as LEXIA Power Up)
 ● Listen to students read in individual, short reading conference or student recording of self reading
 ● Conduct a fluency assessment and miscue analysis and retell to identify areas of reading struggle
 ● Prompt to support decoding during reading (practice syllable chunking at word level; sounding out through
 ● Provide varied opportunities to hear proficient reading
    ○ Read Aloud/Read Along (students eyes on print during reading)
    ○ Audio Books on Tape/Tech
    ○ Choral Reading
 ● Model and teach chunking reading and rereading
 ● Model and teach phrasing and intonation during reading and rereading
 ● multisyllabic words)
 ● Provide practice with high frequency words and sight words (word recognition)
 ● Teach common syllables (ing, er, ly, ed)
 ● Teach rime patterns (blush, crush, rush)
 ● Teach prefixes, suffixes and root words
 ● Use both independent and instructional level texts for fluency practice
 ● Support Independent Reading (and assign/reward gains in fluency, accuracy and intonation)
 	
 To support vocabulary development (word and world knowledge)
 ● Support word study not word memorization (more building knowledge about words/world during and after reading rather than frontloading word banks)
 ● Ask students about their word knowledge as you approach words (point of contact) during reading to inform your instruction
 ● Use graphic organizers to support vocabulary word study (tree/branch, webs, quadrants, cognitive mapping at the word or phrase level)
 ● Ue logographic cues (visual symbols,
	To support information processing to build intellective capacity
	
	 Strategies to Ignite - getting the brain's attention
	 ● Open lessons with familiar attention getting activity - music, clapping, chanting cues
	 ● Provide a provocative quote, image, question as Do Now activator
	 ● Quick turn and talk
	 ● Intended to wake up the RAS (reticular activating system) of the brain
	
	 Strategies to Chunk - making information digestible
	 ● Provide new information in small right size "bites"
	 ● Assist students in holding information in short term memory to consider and think about
	 ● Support explicit connections between short term memory and prior knowledge
	
	 Strategies to Chew - actively process new Information
	 ● Provide students frequent opportunities to process new information (chew on the chunks)
	 ● Provide unstructured think time (and use wait time)
	 ● Provide brain friendly cognitive routines to support thinking that the brain naturally gravitates to - similarities/differences, whole-to-part, relationships, perspectives
	 ● Other techniques that support active information processing
	    ○ Talk to learn
	    ○ Mnemonics in song or poetry
	    ○ Graphic organizers, infographics, non-linear representation
	    ○ Metaphors and analogies
	    ○ Word play and humor (caution: think satire not sarcasm; support safe space to explore humor)
	    ○ Leverage story as a familiar structure ("storyify" content)

see/sketch, images)
- Model and teach word parts (roots, affix, suffix, prefix)
- Use interactive word walls and word cards, word sorts
- Gamify word study (word hunts, word collections, rewarding word use)
- Use word continuums
- Support practice with targeted Tier 2 vocabulary (focus on fewer words that have multiple applications across varied contexts, content areas, purposeful usage)
- Support practice with content rich academic vocabulary (using the language and discourse of the content area)
- Model and teach context clues (practice think aloud to determine word meaning)
- Use both independent and instructional level texts for vocabulary/word study practice
- Support Independent Reading (and assign/reward word hunt, vocabulary/word study practice)

To support reading comprehension
- Have a general understanding of the grade level bands for text complexity (see Appendix B CCS) and how this is reflected in your specific content area
- Know your students reading levels (either from running record or from LEXIA Power Up)
- Model and teach close reading/rereading
- Model and teach annotating text AND making marginal notes (making thinking visible)
- Try collaborative annotation activities
- Model and teach use of annotation symbols (coding text directly, sticky notes, bookmark notes)
- Model and teach summary (of what the text actually says) and interpretation (what the reader infers from the text); direct instruction on text-base (TB) and mental model (MM)
- Provide direct instruction with meta-cognitive reading comprehension strategies (7 habits of proficient readers, *Notice and Note* signposts, et al)
- Support chunking texts during read aloud/read along and model think aloud/talk aloud to discuss meaning making (RA/TA/TA, text talk)
- Prepare in advance to support RA/TA/TA or text talk with set purpose for reading
- Use text-dependent questions and questioning

- ○ Journaling

*Strategies to **Review** - having a chance to apply new learning*
- To strengthen new neural pathways students need to authentically apply their new learning within 24 hours
- Some possible authentic review strategies include:
  - ○ Play a game; gamify
  - ○ Solve a real world problem
  - ○ Work on a ongoing project
- Deliberate practice and purposeful, judicious review builds understanding and retention
- Homework as a form of judicious review

Writing

To support writing to learn
- Provide consistent opportunities for students to maintain a journal
  - ○ Reader Response Journal
  - ○ Writers Sourcebook
  - ○ Scientist Notebook
- Model and teach explicit note taking strategies (see TWR note taking symbols)
- Support transfer of anchor charts to notebooks as scaffold to note taking and information processing
- Build the purposeful choice and use of various graphic organizers, cognitive maps/mapping toward independent practice (gradual release)

To support writing stamina
- Quick Writes
- Free Writes
- Assistive writing tools and technology (speech to voice, word processing)

To support writing organization, structure, voice
- Mentor text and mimic
- Author's Craft lessons (lifting text)
- TWR writing strategies
  - ○ Sentence
  - ○ Paragraph
  - ○ Multi Paragraph
- Graphic Organizer as pre-writing (planning text structure)
- Independent Reading (choice, voice, representation)

● Use essential questions (overarching and topical) ● Encourage student generated questioning (before, during and after reading) ● Question the author and the context (QtA, text/subtext/context) ● Lift complex text for shared, close reading (syntax surgery) ● Provide ample opportunity for students to talk about texts in WG and SG ● Use Accountable Talk (accountable to each other, to the text/accuracy/precision and to critical thinking) ● Press students for explanation, accuracy and precision (say more, how so?) ● Use graphics organizers as post reading tools (tracking text structure, author's craft, cognitive mapping at the phrase, mid-text, whole text level; SOAPStone) ● Use read/write connections to support reading comprehension (reader response journal, quick writes, writing to learn/understand and process information, see *The Writing Revolution* TWR strategies) ● Leverage core novel/texts for direct support and instruction with complex text (text within the instructional grade-level band of complexity) ● Use both independent and instructional level texts for reading comprehension practice ● Support Independent Reading (and assign/reward application of reading comprehension strategy practice, journaling/quick writes, independent practice with graphic organizers/cognitive mapping)	

Tier 2 targeted Literacy interventions embedded in core
- Small Group Guided Instruction for reading or writing (teacher directed)
- Individual Reading or Writing Conference
- Simple running record and retell (SOIL - substitution, omission, insertion, long pause)
- Leverage Independent Reading - for fluency, vocabulary and comprehension practice
- Leverage personalized blended program (LEXIA Power Up, other)

Secondary Numeracy Across the Content Areas

Listed below are successful teaching strategies to support students who are struggling/striving to understand and apply mathematics. See also The Research Base behind Carnegie Learning Math for additional strategies that promote motivation and learning in mathematics; see also this abbreviated whitepaper Guide on the research.

Math apprehension, lack of confidence	*Information Processing*
● Strategies that promote a growth mindset ● Notice and Wonder ● Mastery Feedback/Wise Feedback (standards-based, asset-based,	● Accountable Talk (accountable to the community, to the text/accuracy/precision and to critical thinking) ● Turn and Talk

actionable) **Gaps in prerequisite math content knowledge** ● "Just in time" intervention (not remediation) ● Personalized practice using technology blended learning programs **Math Language Routines** ● Number Talks ● Accountable Talk ● Math Closings - shared solutions ● Support "decoding" of mathematical notation and symbols (math "sentences") ● Academic vocabulary, language and discourse conventions of the content area	● Modeling ● Systematic error analysis ● TWR applied to math **Math Fluency** ● Do Now, Do Later cycles ● Personalized practice using technology blended learning programs **Conceptual Understanding in Math** - Multiple representation - Math models **Real World Application** ● Student choice ● Relevance and Authenticity (purpose, problem, product) ● Connections to student experience
Tier 2 targeted Numeracy intervention embedded in core ● Small group guided instruction in Math (teacher directed) ● Individual Conference in Math ● Personalized blended program	

Professional Development and Mentoring

In order to fulfill the goals and ideals embedded in the mission and vision statements of the Fall River Public Schools, it is necessary that our teachers are provided with the professional support to help them effectively teach all our students. Our professional development plan is informed by the District Improvement Plan, which is updated annually based on data. Professional development in the Fall River Public Schools is intentional, ongoing, and comprehensive.

The district has adopted a differentiated approach to meet the various needs of the district as a whole and within its schools. The first tier of pd is systemwide i.e., that which is essential for all educators across the district to receive such as the roll out of a new literacy curriculum. The second tier is school-based and is developed based on the needs of an individual school, with input and support at the district level. The third level of pd is that which is targeted to help improve the professional practice of a teacher.

In order to meet the diverse needs of all students and ensure equitable access, all teachers will receive ongoing professional development in models such as Universal Design for Learning (UDL) and Multi-Tiered Systems of Supports (MTSS), in supporting English Language Learners, and in how to best support the development of literacy and numeracy across content.

At the school level, professional development will be implemented based on accountability data, progress monitoring, and feedback from educators. The purpose of this pd is to elevate and strengthen the Tier 1 curriculum for all students. This work will occur during Professional Learning Time, early release days and districtwide professional development days.

Some schools have coaches for ELA, mathematics, and English language acquisition whose roles are to provide ongoing support to classroom teachers. The goal of the coaching cycle is to strengthen the pedagogical skills of the teachers so that all students in the class can achieve proficiency. Through this process of mentoring, the teacher receives feedback that is targeted and immediate.

All new teachers to the district receive instruction in MTSS as part of their orientation to the Fall River Public Schools. Based on guidance provided by DESE, FRPS has an established mentoring and induction program for new teachers or teachers with non-PTS. During the one school year program, each mentee is appointed a mentor teacher who is identified based on principal recommendation and/or teacher evaluation. That mentor is chosen by grade level, content, whenever possible from the same building.

Family and Community Engagement

At Fall River Public Schools, we view families as partners in a student's education. Our schools maintain regular contact with families through phone calls, emails, text messaging, morning/afternoon pick up/drop off, in-person meetings, home visits and Google Meets. One of our core values in the Fall River Public Schools is true family engagement where all families have access and opportunity. We believe that all families value education. Therefore, educators need to continuously transform our thinking so that we can be more culturally responsive in order to engage with families and connect with the community at large effectively.

Fall River Public Schools offers opportunities for family events to include; Literacy Night, Math Night, Stem Night, Coffee with a Principal, International Night, Open Houses, Book Fairs, Athletic Nights, Concerts, exhibition showcases and parent teacher conferences.

Matching Students to Community-Based Resources
Once needs are identified, our staff have developed partnerships with our community resources to work with families on getting their needs met. Each school has established Student Support Teams with language capacity to effectively link our students and families with appropriate resources and supports. At a macro level, our staff routinely meet with our community partners to create new services as needed, address the ever changing needs of our community, increase access to services, and break down barriers that our families may encounter. To access these services for your students, please connect with the School Adjustment Counselor or School Counselor at your school.

Teacher's Role in Family Engagement	Resources Available to Reach Families, Including Multilingual Families
Two-Way Communication	**Phone Calls/Text Messaging** LionBridge Translation and Interpretation Services ● Contact 1-800-444-6027 ● Available 24/7 365 days/year ● Over 100 languages available District Community Resource Facilitators (CRFs) ● Contact MLL Department

	● Portuguese & Spanish
	
	Other apps available:
	  ● ClassDojo
	  ● TouchPoint
	  ● GoogleVoice
	  ● Remind

Connecting Families to District & Community Resources	Family Institute for Family Success (FISS)
	  ● Resource center for families
	  ● Coming soon
	
	Adult ESL
	  ● Contact MLL Department
	
	English Learner Parent Advisory Council (ELPAC)
	  ● Monthly meetings
	
	Special Education Parent Advisory Council (SEPAC)
	  ● Monthly meetings