Greater Lowell Technical High School

DISTRICT

CURRICULUM

ACCOMMODATION

PLAN

(DCAP)

Revised November, 2017

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INTRODUCTION

Massachusetts General Laws, Chapter 71, Section 38Q1/2, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to assist the principal and instructors in ensuring that all possible efforts have been made to meet students' needs in the general education setting. This plan shall also assist teachers in analyzing and accommodating the diverse learning needs of all students in any academic or technical program, and in providing appropriate services and support.

The Greater Lowell Technical High School District Curriculum Accommodation Plan (DCAP) directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following: analyzing and accommodating diverse learning needs in the general education setting, providing appropriate services and support to students in the general education classroom, managing the needs of children whose behavior may interfere with learning, and providing opportunities for teacher collaboration and parental involvement.

The Greater Lowell Technical High School District is committed to the concept of addressing student learning issues in a timely fashion based on a team approach. Academic and Technical Instructors are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district's goal in this regard is to meet the need of every student, every day, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of individual potential for personal and professional success" is a key focus of the District as we prepare students for career, college and citizenship in the 21st century.

STRUCTURES SUPPORTING CURRICULUM

- ❏ Classes staffed by highly qualified personnel who demonstrate competency in the state's teaching standards
- ❏ Use of formative and summative assessments and standardized testing data to assess achievement and to inform instruction (Stanford 10 Diagnostic for the programming of 9th grade students, MCAS testing, teacher administered formal and informal assessments, common quarterly assessments, vocational competency reporting, quarterly progress reports, quarterly report cards, and College Board testing).
- ❏ Professional development for both professional and paraprofessional staff members to enhance instruction and student learning
- ❏ College Preparatory and Honors classes in all core subjects 9-12
- ❏ 23 Vocational Technical Program offerings
- ❏ Articulation Agreements and Dual Enrollment with local Community Colleges
- ❏ MCAS prep options
- ❏ Attendance Policy: parent calls, letters, opportunity to earn back grade the following quarter
- ❏ Progressive Discipline System; parent calls, detention, suspension, service to community
- ❏ Bullying Prevention and Intervention Plan
- ❏ Curriculum Planning/ Career Counseling through Guidance Department
- ❏ Individual Student Success Plans for MCAS remediation
- ❏ Social/Emotional Curriculum
- ❏ ELL support
- ❏ Peer mentoring/Peer tutoring
- ❏ Student and Parent Portals
- ❏ Computer Labs
- ❏ Internet access through labs and in classrooms
- ❏ Skills Tutor enrichment
- ❏ Web-based and software instructional support
- ❏ Library hours before and after school
- ❏ Instructor Assistance after school
- ❏ Homework Assistance and Tutoring Center
- ❏ Summer Enrichment Program for incoming 8th graders as well as 9th graders who serve as mentors
- ❏ Summer School for identified students
- ❏ Summer Reading/ Summer Math Enrichment opportunities
- ❏ Retention or repeating of specific courses/shops
- ❏ Parent/Teacher Meetings

PERSONNEL RESOURCES PROVIDING CONSULTATION/SUPPORT/INTERVENTION:

- ❏ Principal/ Directors
  - ➢ Articulation and modeling of school's vision, mission, and principles
  - ➢ Supervision of day to day operations
  - ➢ Assists in the development, revision, and evaluation of the curriculum and instructional program
  - ➢ Principal works collaboratively with the Guidance Staff and teachers to ensure that all possible instructional support services are offered to meet the individual needs of students within the general education setting, and to utilize the District Curriculum Accommodation Plan (DCAP) as a guiding resource
  - ➢ Principal consults as needed with the Director of Special Education to ensure that all efforts have been made to meet the needs of students in the general education setting and to ensure that when these efforts have not been successful that a Referral for Evaluation is completed
  - ➢ Supervision and evaluation of staff
  - ➢ Assist teachers in improvement of instructional methodologies and performance
  - ➢ Assists with establishing and maintaining an effective learning climate and culture
  - ➢ Development of standards of conduct and action conducive to the effective operation of the school
  - ➢ Promoting and facilitating teacher/staff collaboration and communication
  - ➢ Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs
- ❏ Cluster-Chairpersons
  - ➢ Assist the Principal/Directors with curriculum and instruction oversight
  - ➢ Curriculum resource acquisition and allocation
  - ➢ Analysis of student achievement data
  - ➢ Teacher assistance with curriculum accommodations as well as classroom management
  - ➢ Supervision and evaluation of teachers
  - ➢ Assist teachers in improvement of instructional methodologies and performance
- ❏ Assistant Principals/Dean
  - ➢ Support and implement school-wide Progressive Discipline System and
  - ➢ Attendance Policy
  - ➢ Provide support to academic and vocational teachers on attendance and discipline issues, as well as classroom management, behavioral interventions with students (action plans, safety plans, etc.)
- ❏ School Counselors
  - ❏ Support Academic and Vocational Teachers
  - ❏ Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
  - ❏ Works with students in matters pertaining to academic advising, post-secondary planning and personal/social counseling
  - ❏ Provides counseling to students in areas related to
  - ❏ Communicates with parents
  - ❏ Referrals

- ❏ Director of Cooperative Services
  - ➢ Provides eligible seniors with a cooperative education opportunity that will be a meaningful education experience
  - ➢ Aid all members of the senior class with full-time employment opportunities upon graduation
  - ➢ Seeks out community employment opportunities and business partnerships
- ❏ School Psychologist/ Adjustment Counselors
  - ➢ Support students with social/emotional/behavioral issues
  - ➢ Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or interfere with academic achievement
  - ➢ Serves as a liaison between homes, schools, and social/community guidelines
  - ➢ Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth
  - ➢ Visits classrooms to observe student interaction in a classroom setting
- ❏ School Nurses
  - ➢ Implements state-mandated programs such as immunization surveillance and
  - ➢ Screening programs
  - ➢ Interprets and manages school health policy
  - ➢ Direct service to students
  - ➢ Communication and consultation to staff
  - ➢ Communication and consultation with parents, health care provider, and Department of Public Health
- ❏ School Resource Officer
  - ➢ Police Department liaison
  - ➢ Provide consultation and support to school, students, and parents
  - ➢ Prevention and Education for: drugs, healthy relationships, and legal issues
  - ➢ Make appropriate referrals to agencies when necessary
- ❏ Safety Monitors
  - ➢ Assist Attendance and Discipline office with maintaining positive school climate by observing and interacting with student body, faculty, and staff
- ❏ Student Assistance Team
  - ➢ Review of teacher and referred cases for students at risk in order to provide appropriate interventions
- ❏ Parent Liaison, Student/Family Liaison
  - ➢ Refer parent questions to appropriate school personnel
  - ➢ Assist in coordination of family workshops
  - ➢ Encourage family participation in school
  - ➢ Foster continuous home/school contact and involvement
  - ➢ Verbal and written translations in language of the home
- ❏ Information Technology Team
  - ➢ Support to both staff and students with hardware and software, and web-based, as well as, with the wireless network and infrastructure

- ❏ Librarians/Media Specialists
  - ➢ Consults and assists teachers regarding the resources and materials available to supplement instructional programs
  - ➢ Support for student research
  - ➢ Teacher student consultation about curriculum resources,
- ❏ ELL Paraprofessionals
  - ➢ Assist academic/technical instructors in providing instruction to ELL students in the general education setting
- ❏ Special Education/Title 1 Paraprofessionals
  - ➢ Assist academic and technical teachers by performing a variety of tasks that promote student learning

INTERVENTION FLOW CHART

When it is determined that a student is not making effective progress despite DCAP interventions/accommodations in one or more areas it may be necessary to convene a Student Assistance Team Meeting:

CONTACT THE GUIDANCE DEPARTMENT TO IDENTIFY THE STUDENT AREA OF CONCERN.

- Request for Intervention Form
  - Can be generated by teachers, administrators, school counselors and/or parent. To be completed upon intial contact by the school counselor.

GUIDANCE COUNSELOR COLLECTS INFORMATION FROM TEACHERS AND PARENTS.

- Guidance Counselor and teacher discuss/suggest accomodations per the District Curriculum Accomodation Plan (DCAP)
- Guidance counselor collects feedback from other teachers and conducts a file review
- Guidance Counselor RtI form
- If a series of accomodations/interventions has already been attempted and data has been collected **and** there is no evidence of improvement, the School Counselor will contact the Student Assistance Team (SAT) Chair to schedule a SAT Meeting

SAT CHAIR SETS MEETING DATE AND TIME. SAT CHAIR CONTACTS THE TEAM MEMBERS

- Guidance counselor invites parent (if process is teacher, administrator or school counselor intiated)
- Parent letter: Introduction to RtI sent in follow up to phone call
- Team Members include: SAT Chair, Guidance Counselor, Teacher(s), School Psychologist, Dean/Assistant Principal (optional), Nurse (optional), Adjustment Counselor (optional). Specialty Personnel, i.e.: Reading Specialists, Cluster Chairs, etc. (optional)

SAT MEETING: TEAM REVIEWS ATTEMPTED INTERVENTIONS AND DEVELOPS A PLAN.

- Individual who intiated SAT concern reviews area of concern
- Guidance counselor presents teacher feedback and file review
- Team develops intervention plan, Chair documents interventions
- Instructional Support Strategies Documentation Form
- Interventions may include, but are not limited to:
  Instructional/Curriculum accomodations
  Behavioral Intervention strategies or plans
  Individual Help
  FBA, BIP, Saftey Plan

SAT RECONVENES WITHIN 4-6 WEEKS TO REVIEW PLAN FOR EFFICACY.

- Interventions show evidence of improvement in specified area of concern: Plan/Accomodations continue
- Interventions do not show evidence of improvement in specified area of concern -
  - Accomodation/Plan modified accordingly using new data to make informed decisions **or**
  - SAT recommends student to Pre-Referral process

SAT/DCAP Checklist

Process that would lead to SAT referral for formal evaluation

❏ Concern about a student not making effective progress in the classroom

❏ Student failing to meet grade level expectations; and/or
   ❏ Student is exhibiting social, medical or behavioral difficulties; or
   ❏ Student received a warning designation for MCAS

❏ Teacher has contacted parent/guardian(s) for input

❏ Teacher has attempted various accommodations/interventions and instructional strategies

❏ Teacher has reviewed available assessment results

❏ Teacher has documented concerns with samples of students' work, anecdotal notes and provides examples of strategies/interventions attempted that were unsuccessful.

❏ Teacher has contacted the Guidance Department to initiate the SAT Referral

❏ SAT meeting is held to review attempted strategies/interventions and develop a plan

❏ SAT meets in 4-6 weeks to review the plan

❏ If the plan is unsuccessful, SAT recommends formal evaluation

INSTRUCTIONAL SUPPORT STRATEGIES / ACCOMMODATIONS

Environmental
- ❏ Preferential seating
- ❏ Proper lighting
- ❏ Use visual/auditory aids
- ❏ Provide visual step- by- step- learning model
- ❏ Experiment with use of space
- ❏ Hands on equipment/ materials available
- ❏ Minimize/remove distractions
- ❏ Learning stations

Structural
- ❏ Change course
- ❏ Change instructors
- ❏ Develop a flexible/modified schedule
- ❏ Examine time of day students are in core subjects

Self-Management and Organization
- ❏ Demonstrate and encourage use of student portal
- ❏ Provide a school wide student agenda/notebook system
- ❏ Monitor use of agenda book to record homework
- ❏ Model use of highlighting and color-coding to help retention (visual memory) and to accentuate patterns
- ❏ Use timers/time reminders to help students pace themselves if timing is an issue.
- ❏ Model organizational skills
- ❏ Utilize homework logs
- ❏ Provide a note-taking format/teach note-taking strategies
- ❏ Provide strategies for study skills, teach students to make study tools (flashcards)
- ❏ Provide study guides for test preparation
- ❏ Teach and practice test-taking strategies
- ❏ Provide checklists for multi-step task
- ❏ Contact parent/guardian for feedback

Behavioral
- ❏ Provide positive, active supervision
- ❏ Provide clear expectations/use consistent and familiar routines
- ❏ Develop a system of non-verbal cues for class attention.
- ❏ Provide positive reinforcement, praise, incentives, and rewards
- ❏ Utilize charts and graphs to monitor student expectations
- ❏ Allow breaks
- ❏ Provide structured choices
- ❏ Arrange seating accommodations

- ❏ Develop teacher-student contracts (goals, expectations, etc.)
- ❏ Facilitate parent support and communication to promote home and school partnership
- ❏ Consult with necessary staff (school psychologist, adjustment counselor, special ed. staff, etc.)
- ❏ Develop behavior plans/safety plans, as well as, action plans for attendance issues
- ❏ Consult with School Counselors to determine need for individual and small group counseling
- ❏ Communicate with outside agencies as necessary

Curriculum/Instruction

- ❏ Provide visual and auditory directions
- ❏ Provide a daily agenda to students
- ❏ Provide clear expectations for student performance and meeting lesson objectives
- ❏ Make available examples of finished products
- ❏ Identify essential questions students should be able to answer at the end of the lesson or unit
- ❏ Provide multi-modal presentations of materials (manipulative, visuals, etc.)
- ❏ Make use of multiple intelligence/learning style approaches by utilizing differentiated instruction for assignments
- ❏ Activate background/ prior knowledge so that content is relevant to students.
- ❏ Preview key vocabulary and new concepts
- ❏ Read directions/clarify
- ❏ Have student paraphrase directions and questions, as needed
- ❏ Summarize key elements
- ❏ Repeat or re-teach concepts and information
- ❏ Model content area reading strategies/guided reading
- ❏ Provide students with regular opportunities to engage actively in instruction.
- ❏ Provide students with opportunities to problem solve individually or in small groups and to share their thinking out loud with others
- ❏ Provide challenging projects identifying student performance standards
- ❏ Develop integrated curriculum projects
- ❏ Use a variety of grouping strategies (flexible skills groups)
- ❏ Role playing
- ❏ Incorporate "Wait time" into lessons
- ❏ Check for understanding frequently
- ❏ Assign / encourage peer mentors, peer tutors
- ❏ Use of graphic organizers and writing templates to focus attention on key elements, concepts or ideas
- ❏ Provide/utilize a variety of grouping strategies (flexible skills groups)
- ❏ Use "think alouds" and other meta-cognitive strategies
- ❏ Provide reference tools
- ❏ Utilize transition cues
- ❏ Break assignments into smaller chunks

Assessment

- ❏ Differentiate assessments
- ❏ Provide rubrics when evaluating student performance
- ❏ Evaluate student understanding using multiple formats
- ❏ Provide timely and specific feedback about student performance
- ❏ Check for student progress in relation to lesson goals during or at the end of lesson/unit
- ❏ Provide word banks
- ❏ Allow projects/ oral presentations/ demonstrations to demonstrate mastery
- ❏ Open book tests
- ❏ Allow extended time to complete assignments or tests
- ❏ Provide opportunities for student revision of work
- ❏ Allow retake of tests and/or quizzes

Technology

- ❏ Smart boards
- ❏ FM System (Amplification System)
- ❏ Graphic organizers (Inspiration software)
- ❏ Calculators/ Scientific calculators
- ❏ Laptop computers/ Chromebooks
- ❏ E- readers
- ❏ Provide audiobooks
- ❏ Utilize computer-assisted instruction

SUGGESTED ACCOMMODATIONS FOR ELL STUDENTS

Language/Instructional Support

- ❏ Let students discuss in their first language to help clarify and process information
- ❏ Have teacher/staff member who does speak the student's primary language available at certain points for clarification purposes
- ❏ Team teaching
- ❏ Say things many ways and repeat them – teach to different learning styles
- ❏ Have students read, interpret, and put in their own words
- ❏ Demonstrate activities – Use manipulatives
- ❏ Use content area materials leveled to the English Language proficiency of students
- ❏ Post directions so students can refer back to them – artifacts
- ❏ Begin every lesson by identifying and previewing key content vocabulary and concepts
- ❏ Allow "wait time" for students to process information
- ❏ Have bilingual dictionaries available
- ❏ Use visuals that reinforce spoken or written words
- ❏ Employ gestures for added emphasis
- ❏ Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax
- ❏ Stress high-frequency vocabulary words
- ❏ Use fewer idioms and clarify the meaning of words or phrases in context
- ❏ Stress participatory learning

Assessments

- ❏ Divide assignments into manageable chunks
- ❏ Allow student to complete assignments both orally and/or written – when appropriate make assignments familiar and personal to students

Structural

- ❏ Reduce distractions by removing clutter or other stimuli
- ❏ Allow students to work in small groups, alone, or with more space
- ❏ Examine time of day students are in core subjects
- ❏ Provide flexible time for learning
- ❏ Examine length of time on task
- ❏ Provide appropriate breaks to students
- ❏ Include Progress Indicators for Students - Have students examine their work with teacher and conference on progress. Have students examine their work with peers to discuss progress

INSTRUCTIONAL SUPPORT STRATEGIES DOCUMENTATION FORM

Student Name:_____   Student ID:_____   Grade:_____

Counselor:_____   Date:_____

Learning or Behavior Concerns:

Strategy/Accommodation/Intervention Implemented:

Outcome: ☐ Successful   ☐ Unsuccessful
Explain:

Learning or Behavior Concerns:

Strategy/Accommodation/Intervention Implemented:

Outcome: ☐ Successful   ☐ Unsuccessful
Explain:

Learning or Behavior Concerns:

Strategy/Accommodation/Intervention Implemented::

Outcome: ☐ Successful   ☐ Unsuccessful
Explain:

INSTRUCTIONAL SUPPORT STRATEGIES DOCUMENTATION FORM

Student Name:_____ Follow Up Meeting Scheduled:_____

Recommendations of SAT for next steps:

____Continue with current accommodation plan

____Accommodation plan modified

   New accommodations include:

   _____

   _____

   _____

____Other:_____

____Refer to 504 Eligibility Team Meeting

____Refer to Special Education Pre-Referral Process

PROFESSIONAL DEVELOPMENT PLANNING

The Greater Lowell Technical High School District will provide all staff with comprehensive professional development that supports collegiality and affords staff opportunities for professional growth in targeted areas as identified through classroom observations, survey data and Leadership Team discussions. Because the goal of the District Curriculum Accommodation Plan (DCAP) is to provide educational opportunities that meet the needs of all learners, these professional development programs are crucial to its success:

- ❏ Skillful Teacher Course
- ❏ Course Reimbursement
- ❏ SEI Endorsement Courses
- ❏ Training on Differentiated Instruction
- ❏ Data Analysis Training
- ❏ Grading and Assessment
- ❏ Literacy
- ❏ Mandated In-Service Trainings
- ❏ New Teacher Mentoring Program
- ❏ Professional Learning Communities (PLC)
- ❏ Staff Attendance at Seminars and Workshops
- ❏ Staff Presentations on Best Practices
- ❏ Technology Training Workshops
- ❏ Integration
- ❏ Curriculum Team Meetings
- ❏ Social/Emotional Learning
- ❏ Growth Mindset
- ❏ 21st Century learning Skills
- ❏ A.L.I.C.E. Training

FAMILY & COMMUNITY ENGAGEMENT

The Greater Lowell Technical High School District will create, support, and enhance family and community engagement through partnerships with families, businesses, organizations, agencies and members of the regional communities (Lowell, Dracut, Tyngsboro, and Dunstable):

- ❏ College/Financial Planning Events
- ❏ College & Career Planning
- ❏ Event & Correspondence Translation & Interpretation
- ❏ Family Outreach (e.g., Newsletters, Conferences, Telephone Calls, Emails, etc.)
- ❏ Connect Ed Call System
- ❏ Greater Lowell Technical High School's Website
- ❏ Open House Events
- ❏ Special Education Parent Advisory Council
- ❏ Parent Teacher Organization
- ❏ Report Cards and Progress Reports
- ❏ Parent Portal
- ❏ School Council
- ❏ School Orientation Events
- ❏ Student Handbook
- ❏ Advisory boards
- ❏ Student Family Liaison (Khmer)
- ❏ Title I Parent Liaison
- ❏ Community Service Learning

PARENT INFORMATION

RESPONSE TO INTERVENTION AND STUDENT SUPPORT TEAMS

What is Response to Intervention (RtI)?

The RtI process is a multi-tiered approach to providing services and interventions to students who struggle with learning and behavior at increasing levels of intensity. It is a proactive, data driven process. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research based instruction and/or intervention in general education, special education, or both. RtI uses a tiered approach which includes general education instruction (Tier 1), supplemental small group/individual instruction (Tier 2), and, if necessary, more intense instruction with more frequent monitoring (Tier 3).

What is the Student Assistance Team (SAT)?

The Student Assistance Team is comprised of a group of professionals who brainstorm strategies as part of a problem solving process. The GLTHS SAT has adopted the Response to Intervention (RtI) approach to educational problem solving. Your student's teacher may seek support from the SAT team if you student is below grade level expectations based on curriculum assessments or behavior observations.

SAT's consider the individual strengths, abilities, and needs of each student. SAT's focus on prevention and early intervention by providing teachers with suggestions for addressing learning, behavioral, and social-emotional challenges. The SAT recommends instructional strategies, develops an intervention plan, and carefully monitors results. The steps of this process include:

- ➢ Identify the problem
- ➢ Devise an assessment plan
- ➢ Develop measurable goals and objectives
- ➢ Design an intervention plan
- ➢ Monitor progress
- ➢ Make decisions based on data and make necessary adjustments in instruction

The SAT may make a recommendation for a special education evaluation if a student has not responded adequately to interventions during the SAT process.

THE RtI TIERS: AN OVERVIEW

Tier 1:

- ❏ All students receive high-quality, research based instruction (by the general education teacher) matched to their needs on the basis of ongoing assessment and benchmark testing.
- ❏ Students identified as "struggling" (in a specific academic area/behavior) receive additional supports by the general education teacher through the differentiated instruction model/use of research based interventions in the general education classroom.
- ❏ During the 4-6 weeks of the additional support/intervention, data is collected on student achievement using curriculum based measurements.
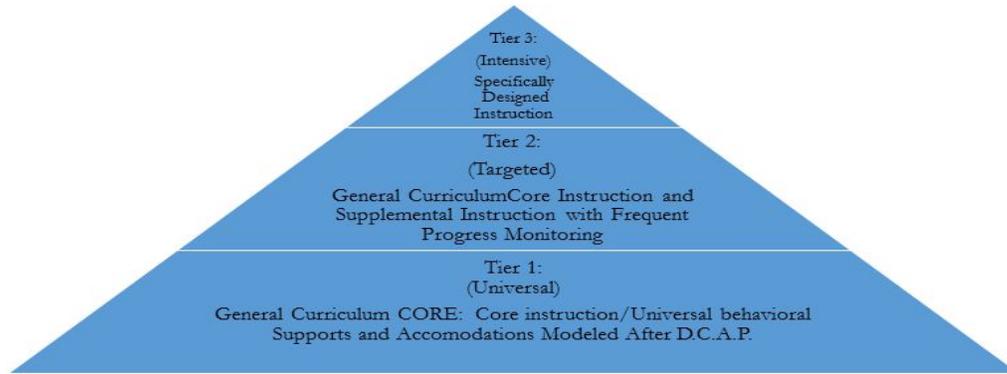- ❏ Students who do not show progress during this period are moved to Tier 2.

Tier 2:

- ❏ Students not making progress in Tier 1 receive additional instruction (by appropriately designated personnel i.e.: classroom teacher, Title 1 teacher) matched to documented needs (small group instruction for students below benchmark for 4-6 weeks).
- ❏ The small group instruction is in addition to the general education curriculum.
- ❏ Specific goals are set for all students in Tier 2 and the progress toward the goals is monitored using curriculum based measurements
- ❏ Assistance is usually in the areas of reading and mathematics. Behavior concerns can also be addressed in this tier.
- ❏ Student Assistance Teams (SAT) should be meeting at this point to create or revise goals for a struggling student in Tier 2, discussing the need to change intensity and duration of goals or to possibly change the intervention based on data collected.
- ❏ Students who do not show progress during this period are moved to Tier 3.

Tier 3:

- ❏ Students not making progress in Tier 2 receive additional instruction matched on documented needs in an individualized or small group setting using intensive interventions (4-6 week duration).
- ❏ Students who do not demonstrate documented progress using curriculum based measurements using targeted interventions may be referred for an evaluation and considered for eligibility for special education.
- ❏ All benchmark testing, progress monitoring, and goals are required for the paperwork associated with requesting a Special Education (SPED) evaluation.
- ❏ Intervention is continued during the SPED evaluation. SPED teachers, specialists may continue to provide services at this point (i.e.: during the comprehensive evaluation).
- ❏ If the student is determined not eligible for Special Education, a plan for other interventions or other plans may be necessary (i.e.: 504).

RESPONSE TO INTERVENTION TIERS: A GRAPHIC REPRESENTATION

Tier 3:
(Intensive)
Specifically
Designed
Instruction

Tier 2:
(Targeted)
General CurriculumCore Instruction and
Supplemental Instruction with Frequent
Progress Monitoring

Tier 1:
(Universal)
General Curriculum CORE: Core instruction/Universal behavioral
Supports and Accomodations Modeled After D.C.A.P.

BEHAVIORAL	ACADEMIC/VOCATIONAL
Tier 3: ● IEP Team Meetings: Performance & Progress/Manifestation Determination ● Individual counseling/Small group Counseling/Social Skills Group ● Behavior Plan ● Functional Behavioral Assessment (FBA) ● Contact with Linage Agencies: Dept. of Mental Health (DMH), Community Mental Health Agencies ● Contact with Department of Children and Family Services (DCF) ● Child Requiring Assistance otherwise formerly known as CHINS	**Tier 3:** ● Transitional Occupations Program (TOPS) ● Study Skills Class ● Transitional Planning ● Contracted Services: Speech, PT, OT ● Adapted Physical Education ● ELA, Biology, Math: Co-taught Inclusion Classes (General and Special Educators) ● IEP Team Meetings: Annual/ Re-evaluation/ Performance and Progress ● Contact with Linkage Agencies: MA Rehab. Dept. of Developmental Services (DDS), Department of Mental Health (DMH)
Tier 2: ● School Adjustment Counselor Support via Guidance ● Ongoing counseling support through Guidance including outside referrals ● School Resource Officer consultation with students, parents and staff ● Parent Meetings, Student Assistance Team, Pre-referral ● Re-entry meetings (Post Hospitalization, Suspension) ● Action Plans/Attendance ● 504 Team meetings/Manifestation Determination ● R.I.S.E Program ● Clinical Advisory	**Tier 2:** ● Reader/Writer Workshop I and II ● Summer Enrichment Program ● Summer School ● English Language Education (ELE) ● Parent Meetings/Pre-referral ● Student Assistance Team ● Student Success Program ● Pre-Referral/Referral Via Student Assistance Team
Tier 1: ● Core Values: Respect, Effort, Accountability, Commitment, Honesty (R.E.A.C.H.) ● School rules/School Resource Officer ● Bullying Prevention Intervention Plan ● School wide Progressive Discipline: Parent calls/letters ● Attendance Policy: Parent calls/letters ● Attendance Monitor ● Teen Health/Upper Health/ Adolescent Issues/Social Emotional Curriculum ● School Counseling Department Services ● Food Pantry/Catie's Closet	**Tier 1:** ● Standards Based/Competency Based Curriculum ● Differentiated Instruction ● Before and After School Teacher Assistance ● Homework Assistance/Tutoring ● Parent Portal ● Instructional/SEL Strategies ● Parent Meetings/Contact via calls and emails ● Curriculum Planning ● Career Planning/Naviance ● WIDA Standard for ELL

RtI TERMS: AN OVERVIEW

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum and assessments.

AYP - Adequate Yearly Progress: A statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education.

Curriculum Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum Based Measurement (CBM): Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Data Points: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Data-Based/Data Driven Decision Making: A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular.

Differentiated Instruction: Process of designing lesson plans that meet the needs of the range of learners; which includes planning learning objectives, grouping practices, teaching methods, varied assignments and varied materials based on student skill levels, interest levels, and learning preferences.

Evidence Based Practice: Educational practices/instructional strategies supported by relevant scientific research studies.

Explicit Instruction: Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include:
- ➢ Visible delivery features of group instruction with a high level of teacher and student interactions
- ➢ The less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Formative Assessment/Evaluation: Classroom/curriculum measures of students' progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Functional Assessment:
- ➢ Academic: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).
- ➢ Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

IDEA- Individuals with Disabilities Education Act: a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Intensive Interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier of the RtI tiered model; also referred to as tertiary interventions.

Learning Disability/Specific Learning Disability (SLD): The child does not achieve adequately for the child's age or meet the state approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state approved grade level standards (IDEA 2004):
  ➢ Oral Expression, Listening Comprehension , Written Expression, Basic Reading Skill, Reading Frequency Skills, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving

Learning Rate: Average progress over a period of time. I.e.: one year's growth in one year's time.

Primary Levels of Intervention: Interventions that are preventative and proactive; implementation is school-wide or by whole classroom. These interventions are often connected to the broadest tier of a tiered intervention model.

Progress Monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students to monitor implementation of specific interventions or with a whole class.

Remediation: Instruction intended to remedy the situation; to teach a student something (s)he should have previously learned or be able to demonstrate; assumes appropriate strategies matched to a student learning have been used previously.

Response to Intervention (RtI): Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

Scientific Research Based Instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Section 504: Part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Strategic Interventions Specific to Need: Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances.

Systematic Data Collection: Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

STUDY SKILLS RESOURCE FOR THE GENERAL EDUCATION SETTING

Academic success in high school comes from hard work and good study habits. To help ensure students are successful the following tips and strategies have been compiled to be used as a resource. While this list is not exhaustive, GLTHS hopes it serves as a starting point to not only continued, but enhanced academic success.

Stay Motivated

<u>Have a positive attitude and surround yourself with positive people</u> - choose people who support and encourage you. These are the people who will help you achieve your goals and dreams.

<u>Set goals</u> - Goals give you direction. They help you decide where you want to go and what you need to do. Create a list of both short term goals (i.e.: get an A on Monday's test), and long term goals (apply to a 4-year college/technical college) on your Naviance account. Track your progress in Naviance and get those goals completed!

<u>Focus on your strengths</u> -Your strengths are where your future lies! Identify your talents and strengths and look for ways to nurture and develop them. Not sure what your strengths may be? Log onto your Naviance account and take the Strengths Explorer Assessment!

Time Management

We all have the same amount of time: 24 hours a day/168 hours a week. How we use our time is time management. When you use your time wisely, you have time for the things you need to do, and you still have time for the things you want to do. The following are suggestions for effective time management:

<u>Organization</u> - Being organized is a tremendous time saver and the key to effective time management. When you are organized, you know what you have to do, and you have the information and materials you need. To help you stay organized here are some tips and strategies:

- o <u>Use a monthly calendar</u> - Post a monthly calendar in a visible, prominent place in your home on which your student(s) can add due dates, deadlines, tests and quiz dates, etc. Referring to and adding to a calendar is a habit that needs to be developed. Encourage your student to look at it every day and check it against his/her school agenda book.

- o <u>Use an agenda book</u> - Students should have an agenda book where they can record homework and assignments daily. Teachers expect their students to write their homework down every day. There is usually a classroom routine that is followed to get the students to write down their assignments.

- o <u>Set a daily homework time and a homework place</u> - Set a time that is realistic and accounts for after school activities/responsibilities at a place where supplies are available and distractions are minimal.

- o <u>Make To Do Lists</u> - Each day make a list of all the things you need to do. Rate each item as an A - must do today, B - should do today, C- want to do today, but it can wait. Take all the A's and rank them in order of importance. Do the same with the B's and C's. Rewrite your list with the A's at the top (in order of importance), followed by the B's and C's. Cross off things as they get done. At the end of each day, take the tasks that didn't get done and put them on the next day's list.

Study Strategies

Teachers will sometimes give students a specific task to prepare for a test, i.e. a study guide to complete and review. However, if no specific task is assigned, students often rely on "going over" their notes. This method of studying has not been found to be an effective means of studying. For effective study to occur it is helpful for the student to "create" a product. Listed in this section are product oriented strategies that may work for different students and for different types of tests and quizzes.

Flashcards - use index cards or cut paper into cards. On one side of each card write the word/question and on the other write the definition/answer on the reverse. Flip through the cards saying each word/question and definition/answer to yourself. Check for your own understanding until you know all answers without having to look at the card. If you would prefer an electronic version of flash cards check out the free Quizlet app where you can create flashcards and mini quizzes to help you study.

"Splat Mat" Strategy - This strategy works well when preparing for a unit test in a content area or basically anything that can be divided into distinct topics. This is also best started a few days before the test when you are dealing with a whole chapter or unit. It may work well the night before a quiz covering a small amount of material.

Step 1: Divide a blank piece of notebook paper into four sections. Using either your textbook or class notes, create four main topics which represent the material on which you will be tested. For example: if you are preparing for a reading test on a story you could label the four sections: characters, setting, events of the plot, literary terms/important vocabulary.

Step 2: Using notes and the textbook, write in each of the four sections specific information that falls under each of the four headings you have assigned to each of the four sections of the paper. Do this in "bullet" format using keywords and phrases.

Step 3: Once this is complete you should read it over several times. Try explaining the material to another person using this sheet as a study guide. Talking it through out loud always helps.

Step 4: Divide another piece of blank paper into four sections and write your four headings in each section. Can you fill in all the details from memory? If you can, you know your stuff!

Chunking information - Using index cards or pieces of paper cut to card size write "chunks" of information you need to know. If the test you are preparing for is on a chapter in a textbook, you may be able to summarize a section on its own card. The sections in most of the textbooks are defined by its headings. You can write the heading on one side of the card and the important details from the section on the other side of the card. Write the details as bulleted notes, if possible, for easier studying and retention. Color can help memory so use a highlighter to highlight key words in both the heading and bulleted notes. It is recommended you create these "chunked" cards as you work through the chapter so that when test day arrives you have a ready set of flashcards made for studying. This, in effect, creates a "chunked" study guide.

Studying for a Math Test: Using Your Textbook - When you find out what sections in the chapter your test/quiz will cover do some of the problems for each section. Be sure to do the odd numbered problems because the answers to the odds are usually in the back of the book. It is good to check that your answer is correct after doing each problem. If you get some problems wrong, find the explanations and examples in the book for that type of problem. You may need a reminder of how to work through the problem. The best way to prepare for a math test is to practice the skill!

Mnemonics- To remember a list you can use mnemonics. Simply take the first letter of each word on your list, in order if order is important, and create a sentence where each word of your sentence starts with the first letter of the words on your list.

Example: You need to remember the thirteen original colonies in a way that makes it easy to place them on a map. You make up a sentence with the first letter of each of the colonies: *N*ew *H*ats *M*ean *R*ibbons *I*nclude *C*ute *N*ew *J*ewels, *D*on't *M*iss *N*ew *Y*ear's *P*arty, *V*isitors *N*ever *C*all *S*o *C*onsider *G*athering.

Memorizing these sentences allows me to remember that *N*ew *H*ampshire, *M*assachusetts, *R*hode *I*sland, *C*onnecticut, *N*ew *J*ersey, *D*elaware, *M*aryland, *N*ew *Y*ork, *P*ennsylvania, *V*irginia, *N*orth *C*arolina, *S*outh *C*arolina and *G*eorgia are the thirteen colonies and the order they are listed in allows for easy placement on the map. The key is to be able to easily remember the sentence to trigger the information...sometimes the sillier the better! It just has to be something you remember.

Taking Notes

Taking good notes is an essential task for effective studying. Having good classroom notes will help you do better on tests and the practice of taking notes in class will help you pay attention and get the most out of your classes. Studies have shown that about 50% of what a person hears is forgotten in 20 minutes so listening is not enough. Write down information you need.

Notetaking Systems
➢ Three Ring Binders/Notebooks
  Have a 3-ring notebook for each subject or one larger multi-subject notebook with tabs for multiple subjects. Three ring notebooks can make it easier to insert pages. If you miss a class, you can get a copy of the notes and simply insert the page where it belongs. You can also hole punch handouts and organize them into your notebook

➢ Format your Notes
  ■ Start a new page for each class and day. At the top of the page write the name of the class, date, page number and the topic of your notes.
  ■ Use only one side of the paper and skip lines between ideas/subjects. This will give you space if you want to add something later.
  ■ Leave a wide margin on the left side of each page for keywords (topics, people, places, events, etc.)
  ■ Don't write in complete sentences and don't worry about punctuation, grammar or spelling.

- Use symbols/abbreviations to help you take notes faster.

Listening Skills
- ➢ Be an active listener
  Imagine this scene: You are listening to the radio and the DJ announces that he's going to play a new song by your favorite artist. You stop what you are doing and listen carefully. You want to hear every word so that you can understand the meaning of the lyrics.

  In this scene, you went from passive to active listening. When you are actively listening in class you aren't just hearing the words that are spoken, you are thinking about and trying to understand the information that is being presented. You must be an active listener to take good notes.
- ➢ Recognize important information
  You can't write down everything that's being said. To take good notes you must be able to identify the information that's most important.
  - Listen for verbal clues
    - ✓ Louder and slower speech, information that's repeated, phrases such as "the main point".
  - Write down anything that's written on the board or overhead.

At the end of class take quick stock of your notes from that day while the information is still fresh in your mind. Take this time to ask your teacher a clarifying question, rewrite anything that is confusing, fill in blanks or highlight the most important information.

Textbook Reading

To do well in your classes you must be able to understand and remember the information you read in the textbook. To help comprehend and retain more of what you read, go through the following three steps:
1. Survey - Before you dive in, take a moment and do a quick overview of what you will be reading by reading titles, headings, and everything in bold/italic print. Make sure to view pictures, graphs and charts. Read the intro, summary and look over the review questions.
2. Read - Read the assigned chapters focusing on key information. Turn each heading into a question and read the accompanying section with the intent of answering that question.
3. Review - After you have finished reading, take a few minutes to review by surveying the chapter again and check for understanding. At this time, you should be able to answer the chapter review questions.

General Tips for Textbook Reading
- ➢ Have a quiet place to read, good lighting, and a sturdy comfortable chair.
- ➢ Determine where and when is the best place and time for you to concentrate on your reading.
- ➢ Read introductions and summaries carefully. They contain the most important information.
- ➢ If you are reading material that is particularly difficult or important, read it out loud, or take notes as you read.

Preparing for an Extra Help Session with a Teacher

Check with your teacher to determine their after school day. Arrive at the after school session prepared with at least one of the following:

➢ Specific questions you written down you would like to ask.

➢ A test or quiz that you took or homework assignment with which you had trouble

Being prepared allows both you and the teacher to use the time efficiently and productively.