

Westfield Public Schools

District Curriculum Accommodation Plan (DCAP)



Stefan Czaporowski, Superintendent
Susan Dargie, Director of Curriculum and Instruction
Debra Ecker, Administrator of Special Education and Student Services
Christopher Rogers, Administrator of Student Interventions and Safety
Christine Shea, Director of Assessment and Accountability

Westfield Public Schools
94 North Elm Street Suite 101
Westfield, MA 01085

Table of Contents

Vision Statement, Theory of Action, and Core Values.....	3
Mass General Law Chapter 71 Section 38Q1/2.....	3
Purpose of the District Curriculum Accommodation Plan.....	3
General Education Curriculum Expectations and Interventions.....	4
Instructional Focus.....	4
General Education Classroom Accommodations.....	4
Student and Teacher Assistance Team (STAT) Process.....	7
General Education Support Services.....	7
Title I.....	8
English Learner Education.....	8
Counseling and Behavioral Support.....	9
Parent Involvement.....	10
Professional Learning Supports.....	11
Teacher Mentor Program.....	11
Appendices.....	14
Sample Student STAT Plan.....	15
Protocol for Student Concerns.....	16
Student Success Plan.....	19
Grades K-12 Intervention Model: Supplemental Reading Instruction.....	22
Grades K-12 Intervention Model: Supplemental Mathematics Instruction.....	32
References.....	37

Vision Statement

Westfield Public Schools collaborates with our community to provide rigorous, inclusive educational experiences that promote academic, emotional, and social growth to become lifelong learners, and to empower students with knowledge and skills for future success in college and career.

Theory of Action

If we design and implement a rigorous instructional program aligned with staff development, then our students will achieve a high level of success as evidenced by multiple measures.

Core Values

- ❖ Inclusive school communities
- ❖ Student-centered relationships
- ❖ Relevant and rigorous learning

Mass General Law 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.

Purpose of the District Curriculum Accommodation Plan

Massachusetts General Laws Chapter 71, § 38Q1/2 requires school districts to implement a curriculum accommodation plan to ensure that all efforts have been made to meet the needs of diverse learners in the general education program.

The DCAP meets the following objectives:

- To guide general education teachers in analyzing diverse student learning acquisition and assessing the need for further support
- To guide general education teachers in implementing accommodations to support diverse learners within the general education classroom

- To identify appropriate services and support within the general education classroom
- To encourage parental involvement as partners in their child's education
- To promote teacher mentoring, collaboration, and professional development

The District Curriculum Accommodation Plan (DCAP) serves as a framework for problem solving at the school and classroom level to meet individual students' diverse learning needs.

General Education Curriculum Expectations and Interventions

All students are provided with a curriculum that is aligned with the Massachusetts Curriculum Frameworks and instruction by licensed teachers. Data from universal screeners and diagnostic assessments assist teachers in identifying students who may require specific accommodations and/or additional support services in order to be successful. General education interventions are provided for any student who is presenting with academic and/or social/emotional/behavioral concerns, and student progress is monitored at regular intervals during interventions. The intervention will continue until the student is making effective progress. If at any time a disability is suspected, the student will be referred for a special education evaluation. During the referral process, the general education interventions will continue, since this data becomes part of the evaluation process. Principals meet regularly with the Administrator of Special Education and Student Services to monitor the special education referral process.

Instructional Focus

Westfield promotes the Universal Design for Learning ([UDL](#)) approach to instruction with the intention to make learning for all students both rigorous and relevant. Through a Multi-Tiered System of Support ([MTSS](#)), we address academic as well as social-emotional / behavioral learning. WPS identifies a variety of best practice [Instructional Strategies for PreK-12](#) and provides context and examples for their use.

General Education Classroom Accommodations

An accommodation is a change in how a student may access information and demonstrate learning. An accommodation does not substantially change the instructional level, content, or performance criteria. The following is a collection of classroom accommodations that are commonly implemented throughout all grades. Accommodations should be tailored to meet students' needs on an as needed basis and be specific to the content or situation. This list is not exhaustive and does not limit the accommodations that a teacher may implement to meet a student's needs.

Setting (Change in environment for the student)	Presentation (How information is provided to the student)
<ul style="list-style-type: none"> <input type="checkbox"/> Additional behavioral expectations and reminders <input type="checkbox"/> Individual or small group <input type="checkbox"/> Preferential seating (be specific) <input type="checkbox"/> Reduced environment clutter <input type="checkbox"/> Sensory break/use of sensory tools <input type="checkbox"/> Special furniture or lighting <input type="checkbox"/> Specific area in classroom or separate location <input type="checkbox"/> Vary position while completing work, e.g. stand at desk, sit on rug <input type="checkbox"/> Visual schedule 	<ul style="list-style-type: none"> <input type="checkbox"/> Break multi-step tasks into a step by step process <input type="checkbox"/> Class notes <input type="checkbox"/> Clear expectations (i.e. rubrics) <input type="checkbox"/> Cue words to help sequence ideas <input type="checkbox"/> Differentiation of instruction <input type="checkbox"/> Frequent checks for understanding <input type="checkbox"/> Graphic organizers/story starters / checklists <input type="checkbox"/> Manipulatives <input type="checkbox"/> Multi-modal instruction <input type="checkbox"/> Peer tutoring / mentoring <input type="checkbox"/> Provide models/exemplars <input type="checkbox"/> Read aloud selected words <input type="checkbox"/> Read aloud, repeat, or clarify directions <input type="checkbox"/> Redirect student attention to task/test <input type="checkbox"/> Reduce visual clutter, e.g. fewer items on page, simplify format <input type="checkbox"/> Repeat or re-teach concepts <input type="checkbox"/> Repeat, rephrase or break down verbal information <input type="checkbox"/> Study guide <input type="checkbox"/> Study strategies (e.g. underline, highlight) <input type="checkbox"/> Verbal/visual cues
Time/Scheduling (Altering time allocation in a student's schedule)	Response (How a student will provide information to others)
<ul style="list-style-type: none"> <input type="checkbox"/> Alerts to changes in schedules/transitions <input type="checkbox"/> Break long-term project into small segments <input type="checkbox"/> Breaks as needed <input type="checkbox"/> Check in/Check out <input type="checkbox"/> Extended time (be specific) 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternative background and font color/overlay <input type="checkbox"/> Answer eliminator/use pencil to eliminate <input type="checkbox"/> Answer masking <input type="checkbox"/> Audio aids / Amplification / Noise Cancellation

<input type="checkbox"/> Extra time to process, formulate and respond <input type="checkbox"/> Specific time of day (i.e. before lunch)	<input type="checkbox"/> Familiar test administrator <input type="checkbox"/> Graph paper / note paper / scratch paper <input type="checkbox"/> Item flag/bookmark/place marker for later review <input type="checkbox"/> Line reader tool/tracking device <input type="checkbox"/> Listen to audio stories for comprehension <input type="checkbox"/> Magnifier or zoom tool <input type="checkbox"/> Pencil grip <input type="checkbox"/> Reduce quantity of problems without changing content <input type="checkbox"/> Slant board/clipboard <input type="checkbox"/> Student reads test aloud to self <input type="checkbox"/> Type written assignments as needed <input type="checkbox"/> Use of computer-based program to reinforce skills <input type="checkbox"/> Use of highlighter or highlight tool
Social Emotional/Organizational	
<input type="checkbox"/> Check agenda <input type="checkbox"/> Computer apps for organization <input type="checkbox"/> Counselor support <input type="checkbox"/> Home/school communication <input type="checkbox"/> Lunch/social skills group <input type="checkbox"/> Organizational support (e.g. agenda, backpack, et cetera) <input type="checkbox"/> Positive reinforcement/encouragement <input type="checkbox"/> Small group teacher support (i.e. before or after school) <input type="checkbox"/> Use of classroom behavior incentive program	

Student and Teacher Assistance Team (STAT) Process

When a teacher has put accommodations in place in the general education classroom and the student continues to have difficulty with academic and / or social-emotional / behavioral expectations, the teacher will bring the student to the STAT Team. The STAT team members include a principal or assistant principal, a special education supervisor or teacher, a general education teacher, a school adjustment counselor, and various specialists as needed (reading specialist, BCBA/behaviorist, OT, SLP, nurse, etc.) STAT teams meet weekly to discuss new students and monitor the progress of those students that have already been identified for intervention. The purpose of the STAT team is to guide and document the efforts to improve the student outcomes. If after a period of six to eight weeks of intervention, it is determined that the student is not progressing with the interventions, a referral will be made for Special Education to determine if specialized instruction is necessary due to a disability. Each school has adapted the STAT process and forms according to available services, support staff, and interventions.

General Education Support Services

Instructional support services are available to all students based on their learning needs.

These services include:

- Reading and Math Assistance
- English Learner Education
- Counseling Support Services
- Social Skills Groups
- Behavioral Support Plans
- Related Service Interventions
- Assistive Technology

Staff members provide support to students in general education as well as provide consultation regarding student needs and progress to teachers, administrators, and parents.

Service providers include:

- Reading Specialists
- Literacy Assistants
- Mathematics Interventionists
- Mathematics Assistants
- Instructional Coaches (Grades K-4) and Content Area Supervisors (Grades 5-12)
- School Adjustment Counselors
- BCBAs/Behaviorists
- ESL Teachers
- Speech Language Pathologists / Speech Language Pathologist Assistants

- Occupational Therapists / Certified Occupational Therapy Assistants
- Kindergarten Paraprofessionals

Title I

Title I Part A under Every Student Succeeds Act (ESSA), is the current reauthorization of the Elementary and Secondary Education Act (ESEA). Title I provides supplementary resources to local school districts to help provide all children a significant opportunity to receive a fair, equitable, and high quality education and to close educational achievement gaps. All K-12 schools in Westfield meet the qualifications to receive Title I funds. All of our programs are school wide rather than targeted assistance, so all students within qualifying schools are eligible for Title I support.

Based on data from iReady diagnostic assessments in Reading and Math administered three times per year, students that are below the grade level benchmark are identified for targeted support by a Reading Specialist, Literacy Assistant, Math Interventionists, or Kindergarten paraprofessionals. These support staff work with small groups of students to reinforce identified skill deficits in the areas of early literacy and early numeracy. These groups are flexible, and student progress is monitored throughout the intervention to ensure that the intervention is the correct match and in order to exit students once progress has been made and students no longer require Tier 2 and Tier 3 support. Summer programming and 1:1 Social-Emotional Mentoring are interventions available to students through Title I.

The Administrator of Student Interventions, who oversees Title I, collaborates with principals, instructional coaches, content area supervisors, families, and community partners to support the whole child: academic, social-emotional, and service learning.

English Learner Education

Federal and state law requires proper identification and annual language proficiency assessment of students whose native language is not English, and who is not currently able to perform ordinary classroom work in English (MA G.L. c. 71A §4; Title III of the Every Child Succeeds Act, 2015). The law requires that students identified as English Learners (ELs) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts, with limited exceptions, districts are required to provide ELs

sheltered English immersion (SEI) instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELs are to be exited from language programs and monitored for a period of four years. Generally, students are identified as English Learners through the following steps:

1. Administer a Home Language Survey as part of the registration process to determine a student's primary language.
2. Assess the English proficiency of any student whose Home Language Survey indicates a language other than English is spoken and/or whose parent/guardian informs school personnel that there may be language acquisition issues.
3. Determine whether the student is an EL using screening test results and make initial placement decisions.
4. Notify parents and/or legal guardians of language screening assessment results and initial placement. Inform parents of their rights to “opt out” or to secure an SEI program waiver in a language they understand.

The Assessment and Accountability Director who oversees the English Learner Education (ELE) Program meets regularly with Principals to monitor program implementation.

Counseling and Behavioral Support

A variety of counseling and behavioral support services are provided as part of the Multi Tiered System of Support to students and in consultation with teachers and administrators. School Adjustment Counselors, School Counselors, Behaviorists, and Board Certified Behavior Analysts (BCBAs) are proactive in their approach to supporting students who experience social, emotional, and behavioral difficulties.

Tier 1: Instructional practices at Tier 1 focus on providing all students with school-wide and classwide instruction, practice opportunities, and reinforcement on behavioral expectations, social and emotional learning (SEL) and skill development, and bully prevention [Westfield Bully Prevention/Intervention Plan](#). Practices also include a consistent set of classroom and building responses to challenging behaviors. Students develop competencies in self-management, self-awareness, social awareness, relationship skills and responsible decision-making.

Tier 2: Instructional practices at Tier 2 are used for students that require increased structure, increased practice on social-emotional and behavioral skills, and/or increased feedback from adults. Student groups are available for students who meet specific criteria that focus on topics such as developing self-regulation, coping with anxiety, dealing with grief and loss, and family

change. PBIS Check In Check Out (CICO) is a Tier 2 intervention focused on improving student behavior.

Tier 3: Tier 3 requires an increased level of resources to ensure students with intensive needs can access their education with appropriate support. This includes adequate staffing to ensure that personnel are assigned to facilitate individualized support plans for students. Individual student support is provided by school counselors according to student social emotional goals. Tier 3 practices for students that require behavioral interventions are informed through criterion-referenced skill assessments and Functional Behavior Assessments. Teams at this Tier are led by increased clinical support provided by BCBAs / Behaviorists.

River Valley Counseling Center, in partnership with Westfield Public Schools, is offering outpatient mental health counseling for students. The program provides easy access to therapy removing barriers such as long waitlists, transportation, insurance coverage problems, and scheduling conflicts. RVCC therapists provide individual sessions and family consultations for referred students who are experiencing a range of difficulties including: anxiety, depression, adjustment problems, emotion regulation difficulties, trauma, disruptive behavior, inattention and hyperactivity, failing grades, social problems, bullying, attachment problems, self-harm, and others. RVCC therapists are able to support school-specific emotional and behavioral needs in consultation with teachers and administrators.

Parent Involvement

Westfield Public Schools recognizes that an educational partnership with parents is integral to student success. The following is a list of suggested elements that may maximize home/school involvement and communication.

Home Support Strategies

- Encourage a consistent, structured homework / study routine.
- Create an organized location for school documents, such as reference papers and notices.
- Set-up weekly assignment/test calendars for upcoming dates.
- Check district, school, and teacher websites/ Facebook pages, PowerSchool Parent Portal, Google Classrooms, and school emails and use these to establish regular, two way communication.
- Support and model daily reading in the home.
- Initiate family conversations about learning goals and experiences.

School Connection Strategies

- Attend parent conferences and other informal meetings as needed.
- Attend Open House and other school events.
- Attend Title I Family Nights and other district events.
- Attend Parent Teacher Organization (PTO) meetings and participate in PTO events.
- Volunteer in the school (classroom, library, school store, etc.) and at school events (ie Career Fair) and /or field trips.
- Serve on the School Council.
- Serve on the Superintendent's Parent Advisory Board.

Professional Learning Supports

Westfield Public School District has several ways that we support professional development of staff members. Of the four full day professional development days annually, two days in August are reserved for site based initiatives by school teams. The remaining two days, scheduled in November and March, are set aside for district initiatives. Staff members have opportunities to meet by grade level and department for specialized training in their content areas. Staff members have choices within the structure of these days to select sessions based on their professional goals. Recent district training has included:

- Culturally Responsive Practices
- Trauma Informed Practices
- Digital Tools: Nearpod
- Touchview Technology
- Ready Math Program
- Reveal Math Program
- Add+Vantage Math Recovery (AVMR)
- iReady Diagnostic Assessment and Online Instruction Program for Reading and Math
- Project Lead The Way STEM Program
- OpenSciEd Program
- Civic Project Development
- Into Reading ELA Program
- StudySync ELA Program
- PBIS Topical Seminars

All professional staff are members of a Professional Learning Community specific to their content area, grade level, or job type. Each of these Professional Learning Communities collaborate monthly and are facilitated by Content Area Supervisors, Instructional Coaches, Building Administrators, or Lead Teachers. In addition, WPS has a Professional Development

Committee that is responsible for approving requests for individual professional development opportunities outside of the district.

Teacher Mentor Program

The purpose of the Westfield Public School Mentor Program is to support new staff in professional growth and development in order to positively impact student learning. New staff are matched with mentors to provide assistance in planning, instruction, and content knowledge. Through this program, mentors help mentees integrate into the school culture as they develop the knowledge, skills, attitudes, and values that are vital to success in the classroom and beyond.

Goals include:

- Enhancing mentees' personal and professional development, thus enabling them to attain higher instructional competence and ensure student success and learning
- Guiding and supporting new and new-to-district mentees as they encounter challenges that are common in a new position
- Providing opportunities for mentors and mentees to reflect upon and refine their teaching practices

New teachers attend induction with the Mentor Coordinator prior to the beginning of their first school year. Each mentee is matched with a trained mentor who has completed Westfield Public Schools' Mentor Training Program. New teachers fall into one of the following categories:

Category I

Teachers in Category I are those who are teaching under an initial Massachusetts license and have not completed a mentorship program. Teachers in Category I participate in a two-year mentor program that includes induction, meetings with an individual mentor, and attendance at 8 formal meetings with the mentor coordinator per year. Teachers are expected to log at least 75 contact hours and 6 observations over the course of their 2 years in the Westfield Mentor Program.

Category II

Teachers in Category II are those who have worked in Massachusetts previously but are new to Westfield Public Schools. The Mentor Coordinator works with teachers to determine the most appropriate path to participation.

Path A: Teachers who are teaching under a professional license

- Attendance at induction, held annually in August

- Paired with a one-on-one mentor for one quarter
- A log of contact hours is required to validate mentor/mentee relationship and work completion
- Invited, but not required, to attend monthly mentor meetings for 2 school years

Path B: Teachers in Category I (hired before 9/30)

- See Category I

Path C: Teachers who have not participated in a 2-year mentor program in another district or who have completed less than 1 year of a 2-year mentor program (hired after 9/30 and before 4/1)

- Attendance at induction, held annually in August
- Paired with a one-on-one mentor for 10 school months
- Required to attend the Year 1 mentor meetings for the remainder of first school year of employment
- A log of contact hours is required to validate mentor/mentee relationship and work completion
- Enter Year 2 Mentor Program either the first or second full school year of employment as determined by the District Mentor Coordinator

Path D: Teachers who completed 1 year of a 2-year mentor program in another district for the license under which they are working (hired before 9/30) and those who have completed 1 year and part of a second year of a 2-year mentor program in another district for the license under which they are working (hired before 9/30)

- Attendance at induction, held annually in August
- Required to complete all program requirements for Year 1 Mentor Program
- A log of contact hours is required to validate mentor/mentee relationship and work completion
- Invited, but not required, to attend Year 2 mentor meetings in second school year of employment

Path E: Teachers who completed 1 year of a 2-year mentor program in another district for the license under which they are working (hired after 9/30 and before 4/1) and those who have completed 1 year and part of a second year of a 2-year mentor program in another district for the license under which they are working (hired after 9/30 and before 4/1)

- Attendance at induction, held annually in August
- Paired with a one-on-one mentor for 10 school months
- A log of contact hours is required to validate mentor/mentee relationship and work completion
- Invited, but not required, to attend Year 2 mentor meetings in second school year of employment

Path F: Teachers who have completed 1 year and part of a second year of a 2-year mentor program in another district for the license under which they are working (hired after 4/1)

- Attendance at induction, held annually in August
- Paired with a one-on-one mentor for the remainder of the school year
- A log of contact hours is required to validate mentor/mentee relationship and work completion
- Will begin participation on the appropriate path the following school year

Appendices

Sample School STAT Plan Documents

Student and Teacher Support Team

Action Plan

Student Name:	Grade:	HR:
Referring Teacher:	Guidance Counselor:	
Case Manager:	Date:	

Reason for Referral:

- ☐ Academic ☐ Behavioral ☐ Emotional ☐ Social

Action Taken:

- | | |
|--|--|
| <input type="checkbox"/> Parent Meeting | <input type="checkbox"/> SAC / Counselor Referral |
| <input type="checkbox"/> PBIS CICO | <input type="checkbox"/> Reconvene 504 / IEP Team |
| <input type="checkbox"/> McKinney-Vento Referral | <input type="checkbox"/> Urgent Response |
| <input type="checkbox"/> File 51A / Contact DCF | <input type="checkbox"/> Mentor |
| <input type="checkbox"/> Documented Disability: | <input type="checkbox"/> Interventions for six weeks |
| <input type="checkbox"/> 504 Referral | <input type="checkbox"/> Special Education Referral |
| <input type="checkbox"/> CRA | <input type="checkbox"/> _____ |

STAT recommendations:	Person Responsible	Status

- Status:
- ☐ Continued Monitoring by STAT
 - ☐ Student Successful at this time
 - ☐ Case Completed at this time

PROTOCOL FOR STUDENT CONCERNS

First, identify the issue:

Special Education

Academic

Behavior

Attendance

Social Emotional

When addressing an issue with a student in any of these categories, the following progression should be referenced for any non-emergency issues. For emergency issues, please follow emergency protocol.

Second, who handles the issue?

- 1) **Teacher Level**: This is an issue a teacher can handle within their own classroom. For a Special Education issue, this would be a collaboration with the Special Education teacher/liaison. Teachers should report minors in SWIS marked as FYI for Administration to log data in regards to student behavior and interventions.
- 2) **Teacher with Parental Support**: This is an issue a teacher can handle with a partnership with a parent.
- 3) **Teacher with Team Support**: This is an issue a teacher can handle after brainstorming with the team for ideas and support in problem-solving.
- 4) **Teacher with Team and Parental Support**: This is an issue that a team of teachers with a parent partnership can solve together.
- 5) **Teacher with Team, Parental, and/or Guidance Support**: This is an issue that requires the additional social-emotional expertise of a counselor.

- 6) **Teacher with Team, Parental, Guidance, and/or Administrative Support**: This is an issue that requires the additional interventions that an administrator would provide.
- 7) **Teacher with Team, Parental, Guidance, Administrative, and/or Behaviorist/School Adjustment Counselor/Special Education Supervisor/Principal, etc Support**: This is an issue that requires a team of varying expertise areas to develop, design, and implement appropriate interventions for the student.

Then, follow these steps.

Prior to STEP 1, a teacher would have made efforts to solve the problem through teacher interventions and parent partnership. These interventions would have been determined to be unsuccessful over a period of time.

STEP 1: TIER 1, Teacher with Team Support

- Convene a meeting with the core academic team teachers
- Reach out to specialists for input
- Determine if there's a pattern. If yes, continue to STEP 2. If not, the teacher handles the issue with team input.

STEP 2: TIER 1, Teacher with Team Support

- Track the pattern (examples would be through google docs, SWIS, minor tracking forms, etc.)
- Brainstorm team-level interventions (Good Behavior Game, re-teaching expectations, explicitly teaching expectations, modeling expectations, etc.)
- Determine if the pattern is confirmed and continues. If yes, continue to STEP 3. If not, the teacher will handle the issue.

STEP 3: TIER 2, Teacher with Team, Parental, and Guidance Support

- Review educational history, check-in with guidance, and determine previous interventions.
- Select an appropriate Tier 2 Intervention:
 - School-wide Intervention is CICO

- o Other Tier 2 Interventions: Student Success Plan, Social Groups, Guidance Counselor support, After School Help, etc.

STEP 4: TIER 2, Teacher with Team, Parental, and Guidance Support

- Monitor implementation and student progress.
- Determine if the student is being successful. If yes, continue to monitor. If not, continue to STEP 5.

STEP 5: TIER 2, Teacher with Team, Parental, and Guidance Support

- Select another appropriate Tier 2 Intervention. Monitor implementation and student progress.
- Determine if the student is being successful. If yes, continue to monitor. If not, continue to STEP 6.

STEP 6: TIER 3, Teacher with Team, Parental, Guidance, and Administrative Support

- Determine the appropriate Tier 3 Intervention:
 - o Behaviorist, SAC, STAT Referral, Reconvene IEP team, CRA, Placement Re-evaluation, SRO, Failure to Send, etc.

STUDENT SUCCESS PLAN

Name: _____ Date: _____ Grade: _____

AREAS OF CONCERN

Academics

Behavior

Attendance

CURRENT NUMBER OF ACADEMIC FAILURES: 1 2 3 4 5

CLASSES: ELA SOCIAL STUDIES SCIENCE
 MATH READING

CURRENT NUMBER OF DISCIPLINE WRITE UPS: _____

CURRENT NUMBER OF ABSENCES/TARDIES/DISMISSALS:

_____ Absences Unexcused _____ Absences Excused _____ Tardies Unexcused
 _____ Tardies Excused _____ Dismissals Unexcused _____ Dismissals Excused

SUPPORT SYSTEMS

Home Supports

	Academic Interventions		Behavioral Interventions		Attendance Interventions
	Check homework online to verify the accuracy of the agenda book		Reinforce behavior expectations at home		Set a daily routine for wake-up and bedtime
	Create a homework routine: Help student break down long term assignments, set aside a specific time for homework, do work in public space in the home (e.g. kitchen table)		Communicate with teachers about daily behavior (via email/phone calls/etc)		Take away distractions at night (including phone, tv, tablet, etc)
	Check-in on homework completion nightly, review directions and work completed to verify it meets the requirements.		Incentive plan at home for no write-ups		Appointment with pediatrician
	Check in with child several days after assignment turn in date to see graded papers and review comments/suggested improvements.		File a CRA (Child Requiring Assistance)		Call SRO (Officer Paul Pellán)
	Check PowerSchool weekly/have child view PowerSchool to check progress.		Recommend outside counseling		Bring student in to be checked by the school nurse
	Email/call teachers to check in on progress		Recommend appointment with pediatrician		Bring student in to check-in in guidance

	Incentive plan for not missing work		DCF Supports (Key Tracking, Therapeutic Mentor, etc)		File CRA (Child Requiring Assistance)
	Supporting extra help time after school with follow up at home		Other: _____		Recommend outside counseling
	Other: _____		Other: _____		Other: _____

Teacher/Classroom Supports

	Academic Interventions		Behavioral Interventions		Attendance Interventions
	Stay for after school help days: _____		Bonding Time! 5-10 minutes per day: _____ (coupled with interest survey)		"While you were out" folder or system
	Daily check-in /Reminders about grades		Positive emails/phone calls home		Reinforcement for student asking for missing work
	Extended time on teacher-approved assignments		Repeat expectations		Reinforcement for student attending homeroom/class/school
	Incentive plan (create, design, implement...)		Reinforce appropriate behaviors		Taking on a mentoring role for the student
	Extended block tiered support		Proximity seating		Offering a positive welcome upon return
	Daily checklist		Behavior reminders chart		Other: _____
	Other: _____		Incentive plan		Other: _____
	Other: _____		Movement breaks		Other: _____
	Other: _____		Other: _____		Other: _____

Student Responsibilities

	Academic Interventions		Behavioral Interventions		Attendance Interventions
	Fill in agenda book daily		Eat breakfast/lunch		Setting or following a bedtime and wake-up routine
	Stay after school for help days		Seek appropriate supports		Checking in with a preferred adult:
	Complete homework nightly		Use guidance pass		Identify the barrier to coming in
	Complete class work daily		Use interventions appropriately (guidance pass, movement breaks, etc)		Willingly participate in intervention plan
	Ask for help if you don't understand		Appropriately communicate needs		Other: _____
	Check PowerSchool weekly and make-up missing assignments		Identify a preferred adult: _____		Other: _____
	Other: _____		Other: _____		Other: _____

Guidance Supports

	Academic Interventions		Behavioral Interventions		Attendance Interventions
	Weekly check-in on grades and progress with student		PBIS Check-in/Check-out		Check-ins in am
	Set up a team meeting with student, family, service providers, etc.		School counselor referral		Other: _____
	STAT referral		STAT referral		Other: _____
	Other: _____		Guidance pass		Other: _____
	Other: _____		Sensory breaks		Other: _____
	Other: _____ _____		Communication with outside providers		Other: _____ _____
	Other: _____ _____		Other: _____ _____		Other: _____ _____

Administration Supports

	Academic Interventions		Behavioral Interventions		Attendance Interventions
	Check-ins about grades		File CRA (Child Requiring Assistance)		Attendance Letter #1
	Mandatory After School Work Intervention		School Adjustment Counselor Referral		Attendance Letter #2
	STAT Referral		Mentor Referral		Parent/Student Attendance Meeting with Administration
	Other: _____		Communication with outside providers		Parent/Student Attendance Meeting with Paula Bagian (Chief Probation Officer at the Holyoke Juvenile Courts)
	Other: _____		STAT referral		Attendance Plan
	Other: _____		Boys and Girls Club communication		File CRA (Child Requiring Assistance)
	Other: _____		Referral to school behaviorist		Communication with outside providers
	Other: _____		Other: _____		Other: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Guidance Signature: _____ Date: _____

Administration Signature: _____ Date: _____

PROGRESS MEETING DATE: _____

Grades K-12 Intervention Model: Supplemental Reading Instruction

- Support the critical elements of a core program
- Are systematic and utilize explicit instructional techniques
- Provide additional instruction to address the five components of reading: (phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Allow teachers to target instruction to specific student needs

Targeted reading area	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Phonological and Phonemic Awareness	Heggerty, Tier I, II, III Sounds and Letters, Tier I,II,III iReady, Tier I, II, III Early Reading Intervention, Tier II,III	Heggerty, Tier I, II, III Sounds and Letters, Tier I,II,III iReady, Tier I, II, III Early Reading Intervention, Tier III	Heggerty, Tier I, II, III Sounds and Letters, Tier I,II,III iReady, Tier I, II, III Bridge the Gap, Tier II, III	iReady Tier I, II, III Bridge the Gap, Tier, II, III Sounds and Letters, Tier,II,III	iReady Tier I, II, III Bridge the Gap, Tier, II, III Sounds and Letters, Tier II,III
Phonics	Telian Lively Letters, Tier I,II,III iReady Tier I, II, III Road to the Code, Tier, II,III Early Reading Intervention, Tier II,III Project Read Phonics, Tier II, III	Telian Lively Letters, Tier I,II,III iReady, Tier I, II, III Project Read Phonics Tier II,III Road to the Code, Tier III Early Reading Intervention, Tier III	iReady, Tier I, II, III Phyllis Fischer Speed Drills, I, II, III Project Read Phonics, Tier II, III	iReady, Tier I, II, III Phyllis Fischer Speed Drills, I, II, III Project Read Phonics, Tier II, III Phonics for Reading, Tier II, III	iReady, Tier I, II, III Phyllis Fischer Speed Drills, I, II, III Project Read Phonics, Tier II, III Phonics for Reading, Tier II, III
Fluency	iReady, Tier I, II, III ERI, Tier II, III	iReady, Tier I, II, III Read Naturally, Tier II, III Great Leaps, Tier II, III	iReady, Tier I, II, III Read Naturally, Tier II, III Quick Reads, Tier II, III Great Leaps, Tier II, III	iReady, Tier I, II, III Read Naturally, Tier II, III Quick Reads, Tier II, III Great Leaps, Tier II, III	iReady, Tier, II, III Read Naturally ME, Tier I, III Quick Reads, Tier II, III Great Leaps, Tier II, III
Vocabulary	iReady, Tier I, II, III	iReady, Tier I, II, III	iReady, Tier I, II, III	iReady, Tier I, II, III	iReady, Tier I, II, III

		My Sidewalks, Tier II, III	My Sidewalks, Tier II, III		
Comprehension	iReady, Tier I, II, III	iReady, Tier I, II, III My Sidewalks, Tier II, III	iReady, Tier I, II, III My Sidewalks, Tier II, III	iReady, Tier I, II, III My Sidewalks, Tier II, III	iReady, Tier I, II, II My Sidewalks, Tier II, III

Classroom Teachers**Reading Specialists
Literacy Assistants
Special Education Teachers****Para Professionals & Volunteers**

Intervention	Practice	Intervention	Intervention	Practice
<ul style="list-style-type: none">• Great Leaps• Quick Reads• Read Naturally• Telian Lively Letters• i-Ready	<ul style="list-style-type: none">• Phyllis Fischer Speed Drills• Heggerty• iReady	<ul style="list-style-type: none">• My Sidewalks• Project Read Phonics• Read Naturally• Road to the Code• i-Ready• Heggerty• Bridge the Gap• Phonics for Reading	<ul style="list-style-type: none">• ERI• Read Naturally• Quick Reads• Great Leaps	<ul style="list-style-type: none">• Phyllis Fischer Speed Drills• Sounds and Letters• Heggerty

Notes

- Read Naturally- 3-8 weeks maximum
- If Kindergarten students are not ready to participate in the intensive ERI instruction, Road to the Code can be used first. Model letters being used should be consistent.
- If students do not complete the ERI program in Kindergarten, they might start the first 8 weeks of grade 1 by finishing ERI before joining another intervention.
- My Sidewalks include vocabulary, comprehension, and word work components.
- Project Read Phonics primarily targets students in grades K-3, but can be used as a resource for explicit phonics instruction at any grade level.
- Phonics for Reading presents early foundational skills appropriately for older students (grades 3-12) who continue to need support and practice in phonics.

Grades K-4 Intervention Model Summary

1. EARLY READING INTERVENTION (ERI):

- The scientifically research-based program identifies at-risk children in Kindergarten with an easy-to-administer Placement Test and checklists to monitor progress. Interactive, systematic instruction in Learning Letter Names and Sounds; Segmenting, Blending, and Integrating; Word Reading; and Sentence Reading provides the structure and support needed to create successful readers. 30 minutes a day is recommended.

2. GREAT LEAPS:

- *Great Leaps* reading was designed as a set of supplemental reading interventions for students with reading and/or fluency problems. Students already reading beyond the fifth grade reading level (150+ wpm) should not need *Great Leaps*. The *Great Leaps* routine takes 10 minutes a day at least three times a week, and focuses on building automaticity and accuracy through repeated practice with common syllable types, spelling patterns, phrasing and passage reading, which can be sufficient for substantive reading improvement.

3. MY SIDEWALKS :

- *My Sidewalks on Scott Foresman Reading Street*: Intensive Reading Intervention is an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with Scott Foresman Reading Street, but can be used with any core classroom reading program. My Sidewalks accelerate reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction so you teach less, more thoroughly.

4. PHYLLIS FISCHER SPEED DRILLS:

- *Phyllis Fischer Speed Drills* consist of two sequences of Speed Drills, so the one that best meets the teaching needs can be chosen. Both sequences cover the same content, but in different orders. Each drill contains only a small number of words repeated randomly in rows across the page. This means that the student will read the same word many times within the minute of practice for that drill. This is what develops automaticity on the words, changing them from decoding tasks to sight words. Session times may vary.

5. PROJECT READ LINGUISTICS:

- *Project Read Linguistics* is an intermediate and secondary approach to teaching decoding, spelling, and comprehension strategies that highlights vocabulary enrichment through prefix, suffix, and root knowledge. The Linguistics curriculum builds upon a foundation of systematic phonics, using morphology, phonology, vocabulary, and spelling to explore the written word and educate students who are struggling to master the reading process. Activities are specifically tailored to fourth grade-adult learners, and are designed to help students

explore the building blocks of language. Through the study of sound/symbol recognition, syllabication, word formation, sentence composition, story reading, and kinesthetic/tactile memory, students are able to build a richer understanding of oral and written language. A daily 30 minute session is recommended.

6. PROJECT READ PHONICS:

- *Project Read Phonics* is a systematic multisensory approach to the essential principles of decoding and reading comprehension that builds on vocabulary enrichment and expressive oral language. The Phonics curriculum focuses on decoding, encoding, and reading comprehension strategies, using multisensory activities and direct instruction to present a systematic approach to phonics. Activities are specifically tailored to K-3 children and allow students to practice phonemic awareness, sound / symbol recognition, syllabication, word formation, sentence composition, story reading, and kinesthetic / tactile memory. A daily 30 minute session is recommended.

7. QUICK READS:

- *Quick Reads* foster automaticity and ensure students read for meaning with Comprehension Reviews. Texts include high-frequency words and key content-area vocabulary. Vocabulary words are introduced in the first reading passage, defined in context, and reinforced through repetition. Five related passages build vocabulary and deepen content-area knowledge. Comprehension and vocabulary activities solidify students' understanding of critical concepts and vocabulary. Sessions may be 15 minutes per day.

8. READ NATURALLY:

- *Read Naturally* is an intervention and/or supplemental program based on current scientific research on reading fluency that combines three powerful research-based strategies to improve fluency — teacher modeling, repeated reading, and progress monitoring. Read Naturally enables students to work on fluency at their own pace. Each student works in an appropriate Read Naturally level based on the program's placement guidelines. The stories in each level include key vocabulary words, comprehension questions, and supporting activities appropriate to the level. A minimum of three times per week for 30 minutes is highly recommended.

9. ROAD TO THE CODE:

- *Road to the Code* is an 11-week program for teaching phonemic awareness and letter sound correspondence. Developmentally sequenced, each of the 44, 15- to 20-minute lessons features three activities — Say-It-and-Move-It, Letter Name and Sound Instruction, and Phonological Awareness Practice — that give students repeated opportunities to practice and enhance their beginning reading and spelling abilities.

10. TELIAN LIVELY LETTERS

- *Lively Letters* is a reading program that turns abstract letters and sounds into lively, colorful characters. Forty-four letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds. The

Lively Letters program trains students in the critical skills of; phonemic awareness, speech production, and phonics. Sessions may be 30-45 minutes, two-three days per week.

11. i-READY MY PATH:

- *i-Ready Learning's* instructional resources help educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading instruction (in the domains of phonological awareness, phonics, high frequency words, vocabulary, and comprehension) that: Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data; Motivate students to persist in building their skills; Provide scaffolded support that meets the needs of all students, especially English Learners.

12. HEGGERTY:

- *Heggerty's* 35 weeks of daily lessons teach early, basic, and advanced skills in phonemic awareness (K-2) such as rhyming and onset fluency, isolating final or medial sounds, blending and segmenting words, syllables, and phonemes, adding and deleting phonemes, and substituting phonemes. **BRIDGE THE GAP** is Heggerty's intervention and is used to support students in 2nd grade and above who struggle with phonemic awareness.

15. SOUNDS AND LETTERS:

- This program contains 18 sequential, cumulative units of phonemic awareness drills intended for use by teachers or speech-language pathologists. Each drill can be followed with phoneme-grapheme correspondence and word-building activities using sounds and letters cards

16. PHONICS FOR READING:

- Each *PHONICS for Reading* lesson uses a systematic sequence of explicit phonics instruction, providing a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency. This approach ensures upper elementary, middle, and high school students progress quickly through phonics intervention lessons, keeping them motivated and feeling successful.

Grades 5-12 Model: Supplemental Reading Instruction

- Support the critical elements of a core program
- Are systematic and utilize explicit instructional techniques
- Provide additional instruction to address the five components of reading: (phonemic awareness, phonics, fluency, vocabulary, comprehension)

- Allow teachers to match instruction to specific student needs

Targeted reading area	5th and 6 th Grade	7 th Grade	8 th Grade	9 th - 12 th Grade
Phonemic Awareness/Phonics	Project Read Phonics, Tier II,III Project Read Linguistics, Tier II, III Phyllis Fischer Speed Drills iReady Tier I, II, III Phonics for Reading Tier II, III	Project Read Phonics Tier II,III Project Read Linguistics, Tier II, III Phyllis Fischer Speed Drills iReady Tier I, II, III Phonics for Reading Tier II, III	Project Read Phonics Tier II,III Project Read Linguistics, Tier II, III Phyllis Fischer Speed Drills iReady Tier I, II, III Phonics for Reading Tier II, III	i-Ready Phonics for Reading Tier II, III
Fluency	Great Leaps, Tier II Read Naturally Tier II Quick Reads, Tier II iReady Tier I, II, III	Great Leaps, Tier II Read Naturally, Tier II iReady Tier I, II, III	Great Leaps, Tier II Read Naturally, Tier II iReady Tier I, II, III	i-Ready
Vocabulary	iReady, Tier I, II, III	iReady, Tier I, II, III	iReady, Tier I, II, III	i-Ready
Comprehension	iReady, Tier I, II, III	iReady, Tier I, II, III	iReady, Tier I, II, III	i-Ready

Classroom Teachers

**Reading Specialists
Literacy Assistants
Special Education Teachers**

Para Professionals & Volunteers

Intervention	Practice	Intervention	Intervention	Practice
<ul style="list-style-type: none"> • Great Leaps • Quick Reads • Read Naturally • i-Ready: My Path 	<ul style="list-style-type: none"> • Phyllis Fischer Speed Drills 	<ul style="list-style-type: none"> • i-Ready: My Path • Read Naturally • Project Read Phonics • Project Read Linguistics • Phonics for Reading 	<ul style="list-style-type: none"> • Read Naturally • Quick Reads • Great Leaps 	<ul style="list-style-type: none"> • Phyllis Fischer Speed Drills

Grades 5 -12 Intervention Model Summary

1. GREAT LEAPS:

- *Great Leaps* reading was designed as a set of supplemental reading interventions for students with reading and/or fluency problems. Students already reading beyond the fifth grade reading level should not need *Great Leaps*. Once a student reaches the fifth grade reading level at about 150 words per minute with 5 or less errors, reading needs to be motivated and strategies for comprehension and higher level thinking need to be initiated. *Great Leaps* takes 10 minutes a day at least three times a week which can be sufficient for substantive reading improvement.

2. PHYLLIS FISCHER SPEED DRILLS:

- *Phyllis Fischer Speed Drills* consist of two sequences of Speed Drills, so the one that best meets the teaching needs can be chosen. Both sequences cover the same content, but in different orders. Each drill contains only a small number of words repeated randomly in rows across the page. This means that the student will read the same word many times within the minute of practice for that drill. This is what develops automaticity on the words, changing them from decoding tasks to sight words. Session times may vary.

3. PROJECT READ LINGUISTICS:

- *Project Read Linguistics* is an intermediate and secondary approach to teaching decoding, spelling, and comprehension strategies that highlights vocabulary enrichment through prefix, suffix, and root knowledge. The **Linguistics** curriculum builds upon a foundation of systematic phonics, using morphology, phonology, vocabulary, and spelling to explore the written word and educate students who are

struggling to master the reading process. Activities are specifically tailored to fourth grade-adult learners, and are designed to help students explore the building blocks of language. Through the study of sound/symbol recognition, syllabication, word formation, sentence composition, story reading, and kinesthetic/tactile memory, students are able to build a richer understanding of oral and written language. A daily 30 minute session is recommended.

4. PROJECT READ PHONICS:

- *Project Read Phonics* is a systematic multisensory approach to the essential principles of decoding and reading comprehension that builds on vocabulary enrichment and expressive oral language. The **Phonics** curriculum focuses on decoding, encoding, and reading comprehension strategies, using multisensory activities and direct instruction to present a systematic approach to phonics. Activities are specifically tailored to K-3 children and allow students to practice phonemic awareness, sound / symbol recognition, syllabication, word formation, sentence composition, story reading, and kinesthetic / tactile memory. A daily 30 minute session is recommended.

5. QUICK READS:

- *Quick Reads* foster automaticity and ensure students read for meaning with Comprehension Reviews. Texts include high-frequency words and key content-area vocabulary. Vocabulary words are introduced in the first reading passage, defined in context, and reinforced through repetition. Five related passages build vocabulary and deepen content-area knowledge. Comprehension and vocabulary activities solidify students' understanding of critical concepts and vocabulary. Sessions may be 15 minutes per day.

6. READ NATURALLY:

- *Read Naturally* is an intervention and/or supplemental program based on current scientific research on reading fluency that combines three powerful research-based strategies to improve fluency — teacher modeling, repeated reading, and progress monitoring. Read Naturally enables students to work on fluency at their own pace. Each student works in an appropriate Read Naturally level based on the program's placement guidelines. The stories in each level include key vocabulary words, comprehension questions, and supporting activities appropriate to the level. A minimum of three times per week for 30 minutes is highly recommended.

7. i-READY MY PATH:

- *i-Ready Learning's* instructional resources help educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading instruction (in the domains of phonological awareness, phonics, high frequency words, vocabulary, and comprehension)

that: Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data; Motivate students to persist in building their skills; Provide scaffolded support that meets the needs of all students, especially English Learners.

8. PHONICS FOR READING:

Each *PHONICS for Reading* lesson uses a systematic sequence of explicit phonics instruction, providing a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency. This approach ensures upper elementary, middle, and high school students progress quickly through phonics intervention lessons, keeping them motivated and feeling successful.

Grades K-12 Intervention Model: Supplemental Math Instruction Tiers I, II, III

- Support the critical elements of a core program
- Are systematic and utilize explicit instructional techniques
- Allow teachers/interventionists to match instruction to specific student needs

Grade Level	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Targeted Math Area					
Procedural Fluency	AVMR- Tier II,III I-Ready My Path - Tier I,II,III i-Ready Learning Games - Tier I,II i-Ready Math Intervention Lessons (Tools for instruction) - Tier II,III Versatiles -Tier I,II Touchmath - Tier III	AVMR- Tier II,III I-Ready My Path - Tier I,II,III i-Ready Learning Games - Tier I,II i-Ready Math Intervention Lessons (Tools for instruction) - Tier II,III Versatiles -Tier I,II Touchmath - Tier III	AVMR- Tier II,III I-Ready My Path - Tier I,II,III i-Ready Learning Games - Tier I,II i-Ready Math Intervention Lessons (Tools for instruction) - Tier II,III Versatiles -Tier I,II Touchmath - Tier III	AVMR- Tier II,III I-Ready My Path - Tier I,II,III i-Ready Learning Games - Tier I,II i-Ready Math Intervention Lessons (Tools for instruction) - Tier II,III Versatiles -Tier I,II Touchmath - Tier III	AVMR- Tier II,III I-Ready My Path - Tier I,II,III i-Ready Learning Games - Tier I,II i-Ready Math Intervention Lessons (Tools for instruction) - Tier II,III Versatiles -Tier I,II Touchmath - Tier III
Conceptual Understanding	AVMR- Tier II,III ST Math- Tier II,III (FA/MH only)	AVMR- Tier II,III ST Math- Tier II,III (FA/MH only)	AVMR- Tier II,III ST Math- Tier II,III (FA/MH only)	AVMR- Tier II,III ST Math- Tier II,III (FA/MH only)	AVMR- Tier II,III ST Math- Tier II,III (FA/MH only)

	i-Ready My Path/Online Lessons-Tier I, II, III i-Ready Math Intervention Lessons (Tools for Instruction)-Tier II,III	i-Ready My Path/Online Lessons-Tier I, II, III i-Ready Math Intervention Lessons (Tools for Instruction)-Tier II,III	i-Ready My Path/Online Lessons-Tier I, II, III i-Ready Math Intervention Lessons (Tools for Instruction)-Tier II,III	i-Ready My Path/Online Lessons-Tier I, II, III i-Ready Math Intervention Lessons (Tools for Instruction)-Tier II,III	i-Ready My Path/Online Lessons-Tier I, II, III i-Ready Math Intervention Lessons (Tools for Instruction)-Tier II,III
Contextual Application	Math Reads – Tier I I-Ready Online Lessons- Tier I,II,III i-Ready Math Intervention Lessons (Tools for Instruction) - Tier II,III	Math Reads – Tier I I-Ready Online Lessons- Tier I,II,III i-Ready Math Intervention Lessons (Tools for Instruction) - Tier II,III	Math Reads – Tier I I-Ready Online Lessons- Tier I,II,III i-Ready Math Intervention Lessons (Tools for Instruction) - Tier II,III	Math Reads – Tier I I-Ready Online Lessons- Tier I,II,III i-Ready Math Intervention Lessons (Tools for Instruction) - Tier II,III	Math Reads – Tier I I-Ready Online Lessons- Tier I,II,III i-Ready Math Intervention Lessons (Tools for Instruction) - Tier II,III

Multi-Tiered System of Support (MTSS)

<https://www.doe.mass.edu/sfss/mtss/mobilization/guide.pdf#search=%22MTSS%22>

Classroom Teachers

Math Interventionists

Para Professionals & Volunteers

Math Assistants

Special Education Teachers

Intervention	Practice	Intervention	Intervention	Practice
<ul style="list-style-type: none"> • AVMR • i-Ready: My Path/Online Lessons • i-Ready Math Tools for Instruction Lessons 	<ul style="list-style-type: none"> • ST Math • i-Ready Learning Games 	<ul style="list-style-type: none"> • AVMR • i-Ready: My Path/Online Lessons • i-Ready Math Tools for Instruction Lessons • Versatiles • Touchmath • ST Math (MH/FA) 	<ul style="list-style-type: none"> • i-Ready: My Path/Online Lessons • Versatiles 	<ul style="list-style-type: none"> • ST Math • i-Ready Learning Games

Grades 5-12 Intervention Model: Supplemental Math Instruction Tiers I, II, III

- Support the critical elements of a core program
- Are systematic and utilize explicit instructional techniques
- Allow teachers/interventionists to match instruction to specific student needs

Grade Level	5 th – 6 th Grades	7 th Grade	8 th Grade	9 th – 12 th Grades
Targeted Math Area				
Procedural Fluency	I-Ready Intervention lessons/Ready Math	I-Ready Intervention lessons/Ready Math	Tier II, III I-Ready Intervention lessons/Ready Math	ALEKS- Tier II
Conceptual Understanding	I-Ready Intervention lessons/Ready Math	I-Ready Intervention lessons/Ready Math	I-Ready Intervention lessons/Ready Math	ALEKS- Tier II
Contextual Application	I-Ready Intervention lessons/Ready Math	I-Ready Intervention lessons/Ready Math	I-Ready Intervention lessons/Ready Math	ALEKS- Tier II

Classroom Teachers

**Math Interventionists
Math Assistants
Special Education Teachers**

Para Professionals & Volunteers

<p>Intervention</p> <ul style="list-style-type: none"> • i-Ready: My Path • ALEKS 	<p>Intervention</p> <ul style="list-style-type: none"> • i-Ready: My Path • ALEKS 	<p>Intervention</p> <ul style="list-style-type: none"> • i-Ready: My Path • ALEKS
--	--	--

Multi-Tiered System of Support (MTSS)

<https://www.doe.mass.edu/sfss/mtss/mobilization/guide.pdf#search=%22MTSS%22>

Grades 5-12 Intervention Model Summary

i-Ready My Path/Online Lessons

- *i-Ready My Path* is a pathway consisting of the lessons assigned to each child based on their latest results on the i-Ready Diagnostic. Every path is differentiated to the student's needs.

ALEKS

- ALEKS is a research-based, online learning program that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. In ALEKS, students always work at the boundaries of their current knowledge.

References

Commonwealth of Massachusetts. (2021). 192nd General Court. [Ch 71 Sec 38 Q 1/2](#)

Ludlow Public Schools. (2018). District Curriculum Accommodation Plan.

Wrentham Public Schools. (2018). District Curriculum Accommodation Plan.