



# PROSPECT HILL ACADEMY

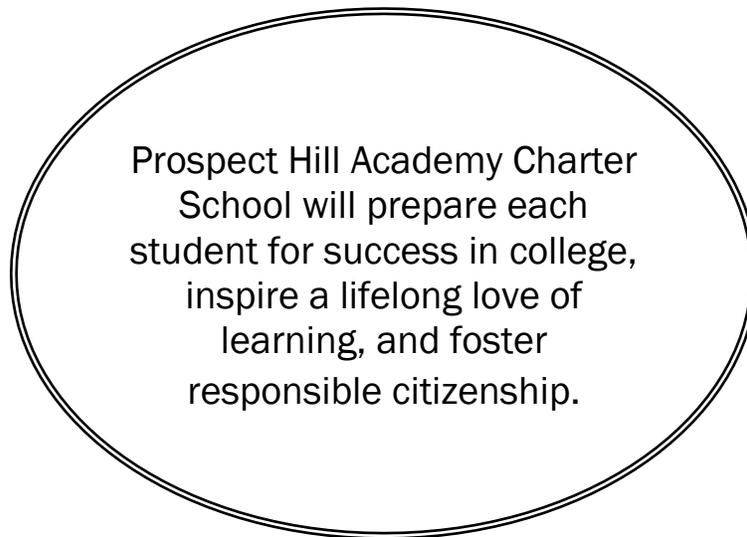
CHARTER SCHOOL

High Expectations  
for All

Collaboration

Accountability

Balance



Equity

Data-Driven  
Decision Making

Personalization

## District Curriculum Accommodation Plan

# Prospect Hill Academy Charter School District Curriculum Accommodation Plan

## I. Introduction

Massachusetts General Laws, Chapter 71, Section 38Q1/2, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Such plan is intended to guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement.

The Prospect Hill Academy Charter School DCAP was developed and refined in the fall of 2007 by district administrators, namely the Head of School, Chief Academic Officer, and Pupil Personnel Director. The resulting draft was shared with the three School Principals to ensure that the DCAP meets the unique circumstances of their respective (Early Childhood Campus, Upper Elementary Campus, Upper School Campus) school settings. The resulting second draft was then shared with the Academic Affairs Committee of the Board of Trustees, comprising parents, teachers, administrators, and Board members. Finally, all faculty and staff received a copy of the DCAP at campus-specific faculty meetings.

The DCAP describes both formal and informal routes for supporting all learners at Prospect Hill Academy Charter School. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written plan may result. Building-specific Consultation Teams have been assigned to meet collaboratively to accomplish the latter task. Again parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is a lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers at Prospect Hill Academy Charter School are continuously monitoring student progress and looking for opportunities to make accommodations to facilitate learning and to foster understanding. The School is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a collaborative approach. The School's goal in this regard is to meet the unique learning needs of every child, whether a struggling learner or one who is exceeding grade level expectations. As articulated in Prospect Hill Academy's strategic plan (2007-2011):

At Prospect Hill Academy, we operate with a relentless focus on student achievement propelled by the belief that *everyone* is accountable for the success of our students. Students first and foremost acknowledge the importance of effort and commit to their

own educational success; teachers assume personal responsibility for the performance of their students; parents/guardians provide conditions at home that support their children's development; administrators establish an optimal environment for effective teaching and high student achievement; and the Board of Trustees governs in a way that supports sustained school improvement.

It is in this spirit that this District Curriculum Accommodation Plan attempts to capture and articulate the many mechanisms in place at Prospect Hill Academy Charter School to ensure that all students make effective progress during their time at the school.

II.

<b>Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students</b>	
Early Childhood Campus (K-3)	
Associate Teacher Program	Associate teachers are housed primarily in grades K-1, thus allowing for a lower student-teacher ratio and more individualized attention for all students.
Collaborative Inquiry as vehicle for professional support and growth	All teachers work in conjunction with colleagues, <i>on an ongoing basis</i> , to review student performance data, collaboratively discuss and develop curricular modifications, norm assessments, and set class and student-specific improvement goals
Parent communication	Classroom teachers communicate with parents/guardians on a regular basis via phone calls, email messages and meetings.
Differentiated Instruction	Teachers are encouraged and supported to vary their pedagogical mode and incorporate multiple forms of presenting and receiving information from students
Directed professional development for professional staff	All Early Childhood teachers are trained in Everyday Mathematics (Math) and in effective literacy instructional practices – both of which incorporate targeted learning goals for individual students
Grade level action planning and student intervention	Grade level teams meet regularly to identify students in need of intervention and to develop concrete action steps to intervene and support them
Kindergarten screening	Prior to matriculation at Prospect Hill Academy Charter School, all new Kindergarten students are screened to better understand their social, personal, and academic profile
Reading coaching	Reading Specialists at each grade level review progress monitoring every two weeks with each classroom teacher and make recommendations for remediation strategies for our intensive and strategic students
Mandatory parent/teacher conferences; listening conferences	Three times a year, all parents/guardians are required to attend a conference with their child's classroom teacher to discuss his/her academic and social progress/needs in the school; at the Early Childhood, the first conference is a listening conference where parents/guardians are asked questions about their children
Out-of-School-Time (OST) Programming	Through the generous support of a 21 <sup>st</sup> Century Learning Center grant, students in grades K-8 are invited and encouraged to participate in PHA's <i>Prospects</i> OST Program with the aim of linking the instructional objectives of the regular school day with engaging and interesting after-school classes.

Saturday School	3 <sup>rd</sup> grade students who have been identified as requiring additional time in learning (based on ongoing progress monitoring); participate in Saturday School with small class sizes and individualized instruction during the middle months of the school year; primary focus is MCAS preparation.
Standardized and other testing data	MCAS, DIBELS and ANet (3 <sup>rd</sup> grade only) are used to assess individual student achievement and progress and to inform instruction
Student Support Team	A team of professionals—principal, assistant principal, nurse, counselor, special education teacher, literacy/math specialist, classroom teachers—meets on a regular basis to discuss the needs of struggling learners and to develop intervention strategies to support their success in school
Summer School	Students who have been identified as requiring additional time in learning as a function of teacher or administrator recommendation are encouraged/required to take classes at Prospect Hill Academy during the month of July
Three-tiered literacy instruction	Students receive differentiated levels of reading instruction in the regular education setting as determined by academic need
Volunteer parents and community members	Parents/guardians, community members, and trained high school students occasionally volunteer in Early Childhood classrooms and after-school to bolster the literacy program
Upper Elementary Campus (4-6)	
Academic Improvement Plans	For students who are struggling academically either across time or across subject areas, advisors frequently place them on an AIP. The goal of the AIP is to provide close monitoring in each of the subject's every day, to establish a mechanism of daily communication between school and home, and to generate data over that will lead to observations about trends, patterns, and inconsistencies.
Advisory Program	All students are assigned an advisor who is responsible for (a) monitoring the academic and behavioral progress/needs of the student; (b) serving as the primary liaison between the school and the parent/guardian; (c) communicating with other classroom teachers about common concerns and successes; and (d) convening meetings, as necessary, to discuss and monitor any of the aforementioned
After-school help in all core disciplines	Students are encouraged (and sometimes required) to meet individually or in small groups with teachers for targeted support after-school

Collaborative Inquiry as vehicle for professional support and growth	All teachers work in conjunction with colleagues, <i>on an ongoing basis</i> , to review student performance data, collaboratively discuss and develop curricular modifications, norm assessments, and set class and student-specific improvement goals
Differentiated Instruction	Teachers are encouraged and supported to vary their pedagogical mode and incorporate multiple forms of presenting and receiving information from students
Grade level action planning and student intervention	Grade level teams meet regularly to identify students in need of intervention and to develop concrete action steps to intervene and support them
Mandatory Homework Lab	Students who fail to complete their homework are required to stay after school <i>that same day</i> (or the day following) in order to make up the work that they failed to turn in—thus preventing the possibility of falling even further behind
Homework Lab	Every day after school, students are invited/encouraged to attend a supervised/structured Homework Lab where they can receive individual support on their homework
Mandatory parent/teacher conferences	Twice a year, all parents/guardians are required to attend a conference with their child’s advisor to discuss his/her academic and social progress/needs in the school
MCAS Prep	Using results of Achievement network testing, students are required, advised, or exempted from taking after-school MCAS classes for a period of three months leading up to the exams.
Out-of-School-Time (OST) Programming	Through the generous support of a 21 <sup>st</sup> Century Learning Center grant, students in grades K-8 are invited and encouraged to participate in PHA’s <i>Prospects</i> OST Program with the aim of linking the instructional objectives of the regular school day with engaging and interesting after-school classes.
Saturday School	Saturday school dates are set for students in danger of failing. During this time students complete missing or extra credit assignments in a quiet study environment.
Saturday Scholars Program	Students identified as needing additional support participate in a 13 week tutoring program staffed by Tutors For All. Students work with a tutor for two hours each week (one hour for ELA and one for Math) on targeted skills to meet student needs.
Standardized and other testing data	MCAS, ANet, ITBS, and teacher-designed benchmark assessments are used to assess individual student achievement and progress and to inform instruction
Student Support Team	A team of professionals—director, associate director,

	nurse, counselor, classroom teachers—meets on a regular basis to discuss the needs of struggling learners and to develop intervention strategies to support their success in school
Summer School	Students who have been identified as requiring additional time in learning as a function of either failure to pass their classes or, at times, a teacher or administrator recommendation, are encouraged/required to take classes at Prospect Hill Academy during the month of July
Reading Intervention	The Reading Specialist and Readers Workshop teachers provide small group instruction several periods a week in English and Social Studies, thus allowing for a lower student-teacher ratio and more individualized attention for all students. In addition, they work with individual students to provide added intervention and support.
Team teaching in grades 5-6 math	Math Specialists and Math Mentor provide small group instruction three periods a week in fourth, fifth, and sixth grade Math, thus allowing for a lower student-teacher ratio and more individualized attention for all students
Study Skills and Tutorial Program	Students meet once a week with advisors to develop study and organizational skills and to review progress towards personalized academic goals
Wednesday Half-Day Intensive Work Sessions	Students in grades 4-6 who have fallen significantly behind in their work are required to stay during the 8-10 Wednesday half-days (otherwise scheduled for Faculty Professional Development) to engage in intensive work/make-up sessions with the support of an administrator
Upper School (7-12)	
Academic Improvement Plans	For students who are struggling academically either across time or across subject areas, advisors frequently place them on an AIP. The goal of the AIP is to provide close monitoring in each of the subject's every day, to establish a mechanism of daily communication between school and home, and to generate data over that will lead to observations about trends, patterns, and inconsistencies.
Advisory Program	All students are assigned an advisor who is responsible for (a) monitoring the academic and behavioral progress/needs of the student; (b) serving as the primary liaison between the school and the parent/guardian; (c) communicating with other classroom teachers about common concerns and successes; and (d) convening meetings, as necessary,

	to discuss and monitor any of the aforementioned
After-school help in all disciplines	Students are encouraged (and sometimes required) to meet individually or in small groups with teachers for targeted support after-school
AP courses (Grades 10-12)	Any student interested in enrolling in an Advanced Placement course at Prospect Hill Academy Charter School will be considered eligible by meeting certain eligibility criteria.
Calderwood Writing Center	During lunch and after school, students are encouraged to make appointments at the Calderwood Writing Center where they receive individual tutoring and support on their writing from either a PHA teacher or a trained undergraduate “Scribe” from Harvard University
Collaborative Inquiry as vehicle for professional support and growth	All teachers work in conjunction with colleagues, <i>on an ongoing basis</i> , to review student performance data, collaboratively discuss and develop curricular modifications, norm assessments, and set class and student-specific improvement goals
Differentiated Instruction	Teachers are encouraged and supported to vary their pedagogical mode and incorporate multiple forms of presenting and receiving information from students
Educational Proficiency Plans (EPPs)	High school students who did not earn proficient status on their 10 <sup>th</sup> grade ELA, Mathematics, or Science MCAS examinations are placed on an EPP which aims for mastery of the required skills by the time they graduate.
Elective courses	The elective program at Prospect Hill Academy is designed to allow Upper School students the opportunity to pursue specific areas of academic and/or intellectual interest. As students progress through the Upper School, they are afforded increasing autonomy in the selection of their courses.
Grade-level team meetings	Grade level advisors meet to discuss students about whom they are concerned and to develop concrete action plans based on strengths and struggles
Tutoring	Several days a week, the individual tutors provide PHA students with an opportunity to work closely with volunteer tutors from various institutions. PHA students can participate—through an adult (parent or teacher) referral—either for homework help or targeted skill work in a specific discipline.
Homework Detention	Students who fail to complete their homework are required to stay after school <i>that same day</i> (or the day following) in order to make up the work that they failed to turn in—thus preventing the possibility of falling even further behind

Homework Support	Every day before & after school, students are invited/encouraged to use the Learning Commons where they can use the school's computers and/or receive individual support on their homework
Leveled classes in Spanish and Mathematics	Due to the sequential and cumulative nature of the curriculum in these two subjects, Upper School students are placed in the environment where they are most likely to succeed and excel; the majority of the classes meet at the same time, thus there is the possibility for moving between sections as needed
Mandatory parent/teacher/student conferences	Twice a year, all parents/guardians (and often students) are required to attend a conference with the child's advisor to discuss his/her academic and social progress/needs in the school
MCAS Prep	Each fall, we administer diagnostic MCAS tests for all Upper School students in both English/Language Arts and Mathematics. Depending on their performance, the students are then required, advised, or exempted from taking after-school MCAS classes for a period of three months leading up to the exams.
Out-of-School-Time (OST) Programming	Through the generous support of a 21 <sup>st</sup> Century Learning Center grant, students in grades K-8 are invited and encouraged to participate in PHA's <i>Prospects</i> OST Program with the aim of linking the instructional objectives of the regular school day with engaging and interesting after-school classes.
Saturday School	Students who have been identified as requiring additional time in learning based on ongoing progress monitoring participate in Saturday School with small class sizes and individualized instruction during the middle months of the school year
Senior Project	The (optional) Senior Project is designed to be the culmination of each student's academic journey at Prospect Hill Academy. It is a genuine opportunity for students to merge their various interests, passions, and curiosities with their academic lives at school.
Standardized and other testing data	MCAS, ITBS, and teacher-designed benchmark assessments are used to assess individual student achievement and progress and to inform instruction
Student Support Team	A team of professionals—director, nurse, counselor, classroom teachers—meets as necessary to discuss the needs of struggling learners and to develop intervention strategies to support their success in school
Summer School	Students who have been identified as requiring additional time in learning as a function of either failure to pass their classes or, at times, a teacher or

	administrator recommendation, are encouraged/ required to take classes at Prospect Hill Academy during the month of July
Tutorial Program	Students meet once a week with advisors to develop study and organizational skills and to review progress towards personalized academic goals
Wednesday Structured Work Time	Students in grades 7-12 who have fallen significantly behind in their work or are missing major assignments are required to stay during the 8-10 Wednesday half-days (otherwise scheduled for Faculty Professional Development) to engage in intensive work/make-up sessions with the support of an administrator

III.

<b>Personnel Resources Providing Specific Consulting/Support/Intervention in the General Education Setting</b>	
Early Childhood Campus (K-3)	
Classroom Teachers	Regular progress notes to parents/guardians; facilitators of parent/teacher conferences
ELL Teachers	Direct services for identified students; support and consultation for staff; parent/guardian consult
Grade Level Facilitators	Teacher-leaders charged with facilitating collaborative inquiry, mentoring new colleagues, sharing individual and institutional concerns, and problem solving for ongoing improvement
Librarian	Teacher of library class for all Early Childhood students; consultation with teachers regarding resources; support for enrichment and research
Early Childhood Principal/ Early Childhood Assistant Principal	Articulation and modeling of vision and principles; supervision and evaluation of faculty/staff; fostering of accommodation philosophy; facilitation and oversight of curricular and instructional improvement efforts (including quarterly curriculum reviews); collaboration and communication
Math Specialists	Teacher consultation for curriculum modification; screening and informal and formal assessment; direct services to individual and small groups of students; demonstration classes; co-teaching
Mentor Teachers	Teacher-leaders charged with mentoring and supporting new colleagues
OT/PT/Speech & Language Specialists	Teacher consultation; classroom observation of students; informal screening; parent/home consult
Reading Specialists	Teacher consultation for curriculum modification; screening and informal and formal assessment; direct services to individual and small groups of students; demonstration classes; co-teaching
School Counselor	Liaison between home and school; parent and teacher support and consultation; direct counseling of students; link to social and community agencies; member of student support team
School Nurse	Consultation to staff; communication and consultation with parents/guardians; direct service to individual students and staff; vision and hearing screening; height/weight/BMI assessment; member of consultation team and Health Advisory Committee
Student Support Team	Identification and discussion of the needs of struggling learners; development of intervention strategies to support all students' success in school; pre-referral mechanism at Prospect Hill Academy

Upper Elementary Campus (4-6)	
Academic Leadership Team/Lead Teachers	Teacher-leaders charged with facilitating collaborative inquiry, mentoring new colleagues, sharing individual and institutional concerns, and problem solving for ongoing improvement
Advisors	Primary liaison between school and home; facilitators of parent/teacher conferences
ELL Teacher	Direct services for identified students; support and consultation for staff; parent/guardian consult
Librarian	Teacher of library class for all Upper Elementary students; consultation with teachers regarding resources; support for enrichment and research
Literacy Coordinator	Leadership of 4-6 literacy efforts; facilitator of grade-level and departmental teams; direct instruction and modeling of best practices
Math Coordinator	Leadership of 4-6 math efforts; facilitator of grade-level and departmental teams; direct instruction and modeling of best practices; consult for teachers and administrators;
Math Intervention Support	Teacher consultation for curriculum modification; screening and informal and formal assessment; direct services to individual and small groups of students; demonstration classes; co-teaching
Upper Elementary Principal/ Upper Elementary Assistant Principal	Articulation and modeling of vision and principles; supervision and evaluation of faculty/staff; fostering of accommodation philosophy; facilitation and oversight of curricular and instructional improvement efforts (including quarterly curriculum reviews); collaboration and communication
OT/PT/Speech & Language Specialists	Teacher consultation; classroom observation of students; informal screening; parent/home consult
Reading Specialist and Readers Workshop Teachers	Delivery of small group and individual literacy instruction in fifth grade English and Social Studies classes.
School Counselor	Liaison between home and school; parent and teacher support and consultation; direct counseling of students; link to social and community agencies; member of consultation team
School Nurse	Consultation to staff; communication and consultation with parents/guardians; direct service to individual students and staff; vision and hearing screening; member of consultation team
Student Support Team	Identification and discussion of the needs of struggling learners; development of intervention strategies to support all students' success in school; pre-referral mechanism at Prospect Hill Academy

Upper School (7-12)	
Instructional Leadership Team/Team Leaders	Teacher-leaders charged with facilitating collaborative inquiry, mentoring new colleagues, sharing individual and institutional concerns, and problem solving for ongoing improvement
Advisors	Primary liaison between school and home; facilitators of parent/teacher conferences
Math & Literacy Coordinators	Curriculum and instruction oversight; teacher assistance with curriculum modifications; curriculum resource acquisition and allocation; design & facilitate Collaborative Inquiry; Instructional Coaching; design interventions for struggling learners
Director of College Counseling/College Counselor/Alumni Relations	Comprehensive support for students and families in the college application process—including financial aid, essay writing, interview preparation, selection of colleges/universities; teaching of mandatory college preparation seminar for all Juniors and Seniors
ELL Teacher	Direct services for identified students; support and consultation for staff; parent/guardian consult
OT/PT/Speech & Language Specialists	Teacher consultation; classroom observation of students; informal screening; parent/home consult
School Counselor	Liaison between home and school; parent and teacher support and consultation; direct counseling of students; link to social and community agencies; member of consultation team
School Nurse	Consultation to staff; communication and consultation with parents/guardians; direct service to individual students and staff; vision and hearing screening; member of consultation team
Student Support Team (SST)	Identification and discussion of the needs of struggling learners; development of intervention strategies to support all students' success in school; pre-referral mechanism at Prospect Hill Academy
Upper School Principal/ Upper School Assistant Principals	Articulation and modeling of vision and principles; supervision and evaluation of faculty/staff; fostering of accommodation philosophy; facilitation and oversight of curricular and instructional improvement efforts (including regular curriculum reviews); collaboration and communication

IV.

<b>Accommodations, Modifications, and Interventions to the Curriculum, Teaching Strategies, Teaching Environment, or Materials that May Be Recommended but are not Limited to General Education Students</b>	
<b>Curriculum, Instruction, and Assessment Strategies</b>	
<ul style="list-style-type: none"> <li>• Provide multi-modal presentation of materials</li> <li>• Utilize differentiated instruction and assignments</li> <li>• Develop authentic assessments</li> <li>• Repeat or re-teach concepts</li> <li>• Offer peer tutoring or teaching</li> <li>• Engage in collaborative learning</li> <li>• Model and teach content-specific reading strategies</li> <li>• Provide individual help in and out of the classroom</li> <li>• Model use of and provide graphic organizers</li> <li>• Utilize manipulatives to facilitate instruction</li> <li>• Identify individual students' learning styles</li> <li>• Provide wait time</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate study skills and strategies</li> <li>• Provide formal review preparation prior to midterm and final exams</li> <li>• Provide effective study guides</li> <li>• Break down larger assignments into manageable tasks</li> <li>• Utilize transition cues</li> <li>• Develop teacher-parent communication systems</li> <li>• Incorporate incentives and rewards</li> <li>• Utilize technology to facilitate instruction</li> <li>• Develop integrated curriculum projects</li> <li>• Invite students to reflect on their own learning</li> <li>• Utilize homework logs</li> <li>• Provide ESL support for identified students</li> </ul>
<b>Behavior Intervention Strategies</b>	
<ul style="list-style-type: none"> <li>• Classroom observations and interventions by administrators and/or School Counselor</li> <li>• Implement strategic seating arrangements</li> <li>• Develop student-teacher contracts</li> <li>• Utilize Behavior Modification Plans</li> <li>• Include positive incentives/rewards/reinforcement</li> <li>• Present student issues to Consultation Team</li> <li>• Individual and small group counseling</li> <li>• Private breaks to allow for student movement</li> <li>• Use of student helpers to provide constructive outlet for movement</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize charts and graphs to monitor expectations</li> <li>• Adjust classroom management strategies</li> <li>• Facilitate parent support and communication</li> <li>• Consult with School Counselor, administration, and support staff</li> <li>• Bring concerns and challenges to Grade Level Team Meetings to brainstorm interventions</li> <li>• Engage student in goal setting and reflective journaling, and regular check-ins with advisor or mentor to reflect on progress toward goals</li> <li>• Take A Break spots available in all classrooms. Students are explicitly taught how to manage their own behavior and emotions and how to "give themselves a break" without leaving class. (4-6)</li> </ul>

Organizational Strategies	
<ul style="list-style-type: none"> <li>• Provide students in grades 4-12 with an agenda book at the beginning of each year—with monitoring from classroom teacher or advisor</li> <li>• Develop rotating schedule</li> <li>• Explicit teaching of study skills including time management and organization in Study Skills course (4-6)</li> <li>• Utilize flexible grouping</li> <li>• Employ team teaching approach where possible</li> <li>• Sponsor parent forums and workshops aimed at supporting students at home</li> <li>• Advisory folders passed on from year-to-year</li> </ul>	<ul style="list-style-type: none"> <li>• Offer extended day opportunities to all students</li> <li>• Provide summer classes for students requiring additional time in learning</li> <li>• Distribute frequent progress reports</li> <li>• Consult and collaboration by grade-level teams</li> <li>• Administrator review of curriculum maps, lesson plans, and major assessments</li> <li>• Deliver lessons designed to teach organizational strategies and include practice of skills as a regular part of instructional delivery</li> <li>• Common binder and organization system throughout grades 4-6</li> </ul>
Intervention, Remediation, Challenge	
<ul style="list-style-type: none"> <li>• Provide test-taking strategies and practice</li> <li>• Develop study skills strategies</li> <li>• Consult with mentor teachers and teacher leaders</li> <li>• Provide after-school help and tutoring</li> <li>• Utilize peer tutoring/mentoring</li> <li>• Provide assistance with note taking</li> <li>• Offer AP and advanced elective courses at Upper School level</li> <li>• Allow Seniors to design and implement Senior Project and/or Senior Internship</li> <li>• National Honors Society</li> <li>• College Book Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for choice within Upper School course of studies</li> <li>• Schedule counselor, teacher, and/or advisor meetings</li> <li>• Consult with community-based agencies</li> <li>• Link students with enrichment opportunities after-school and during summer</li> <li>• Use department and homeroom parents to seek out enrichment opportunities</li> <li>• Junior Journey—annual school-sponsored trip to Latin America</li> <li>• Incorporation of community resources into curriculum</li> <li>• Enrichment Term</li> </ul>

V.

<b>Encouragement of Teacher Mentoring and Collaboration</b>	
<ul style="list-style-type: none"><li>• Collaborative Inquiry as primary vehicle for professional development, data-driven decision making, and instructional improvement</li><li>• Teacher-Leadership Academy as vehicle to invest in the growth and development of teacher-leaders from across campuses and across grade levels</li><li>• New teacher orientation</li><li>• Department and grade-level team meetings</li><li>• Formal mentor pairings for novice teachers</li><li>• Staff-selected professional development opportunities</li><li>• Building-based committees and task forces</li><li>• Academic Leadership teams at each campus</li></ul>	<ul style="list-style-type: none"><li>• K-12 Faculty committees: Faculty Cabinet, Technology Committee, and Data Team</li><li>• Ongoing curriculum mapping</li><li>• Common planning time</li><li>• Consultation team</li><li>• “Kid Talk:” protocol during grade-level team meetings</li><li>• Counselor and administrator support at Parent/Teacher conferences</li><li>• Mathematics support in grades K-3</li><li>• Annual <i>Collaborative Inquiry Showcase</i> as an occasion for effective teaching teams to disseminate Best Practices in service of instructional improvement/student achievement to other colleagues in-house</li></ul>

VI.

<b>Encouragement of Parental Involvement in the Child's Education</b>	
<ul style="list-style-type: none"> <li>• Parent Advisory Boards Establishment of Parent Engagement Policy</li> <li>• Campus-specific Parent Advisory Boards on Early Childhood, Upper Elementary and Upper School campuses.</li> <li>• Open Houses</li> <li>• Open "office hours" with building principals</li> <li>• Course catalog distributed in the fall of each year</li> <li>• School Connect software for school-to-home telephone and email correspondence</li> <li>• Monthly newsletters: <i>The PHA Bulletin</i></li> <li>• Annual College Forum and Financial Aid Night</li> <li>• Annual International Night: A Celebration of Culture and Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Annual grade-level exhibition evenings (4-12)</li> <li>• Parental involvement in task forces and committees: strategic planning administrator searches, etc.</li> <li>• K-12 website with campus-specific information</li> <li>• School tours</li> <li>• Evening forums on specific topics</li> <li>• Parent/Teacher/(Student) conferences</li> <li>• Annual parent satisfaction survey</li> <li>• Annual "State of the School" address</li> <li>• Parent evening meetings—focus on literacy and mathematics</li> <li>• Required parent/guardian orientation for new students</li> <li>• Parent chaperones on school/class field trips</li> <li>• Optional Listening Conferences between parents and teachers (4-6)</li> <li>• Monthly newsletter (grades 4-6)</li> <li>• Family Fun Nights (Kickball, Game Night, etc.) (grades 4-6)</li> </ul>

VII.

<b>Direct and Systematic Instruction in Reading for All Students</b>	
<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Balanced approach to literacy</li> <li>• Professional Development Support for teachers</li> <li>• Phonemic awareness instruction (K-2)</li> <li>• Phonics instruction (K-3)</li> <li>• ELL instruction for identified students</li> <li>• Emphasis on building fluency and developing metacognitive reading comprehension strategies in reading instruction in English, Social Studies and Humanities at Upper School Campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Required library classes for K-5 students on weekly basis</li> <li>• Readers Workshop Reader's Workshop (4-6)</li> <li>• Literature-based units and instruction</li> <li>• Writers' Workshop at Upper School</li> <li>• Integration of vocabulary and literacy instruction in K-12 mathematics and science classes</li> <li>• Additional instructional time Literacy Coordinators</li> <li>• Data Coach (4-6)</li> <li>• Data Driven Instruction</li> </ul>

**Early Childhood  
Campus (K-3)  
Instructional Support  
Intervention Flowchart**

Student experiences difficulties in school.

This information comes from various sources:  
Faculty/Staff  
DIBELS data  
MCAS Data - NI and Warning categories  
Kindergarten Screen  
Student Files  
Classroom Testing

Hearing and  
Vision Screening

Three Tier Intervention Model of Instruction  
Parent/Guardian is informed

1. Intensive – (at risk) services and additional classroom services with frequent progress monitoring
2. Strategic – (some risk) services and additional progress monitoring
3. Benchmark – (little risk)

Passes screening—  
Difficulties persist

Passes screening—  
Difficulties resolved

Fails screening

Re screened in school – parents will be notified of results  
Vision and hearing problems are resolved

Information gathering by referring staff member  
Complete the comprehensive Student Support referral form (see attached)

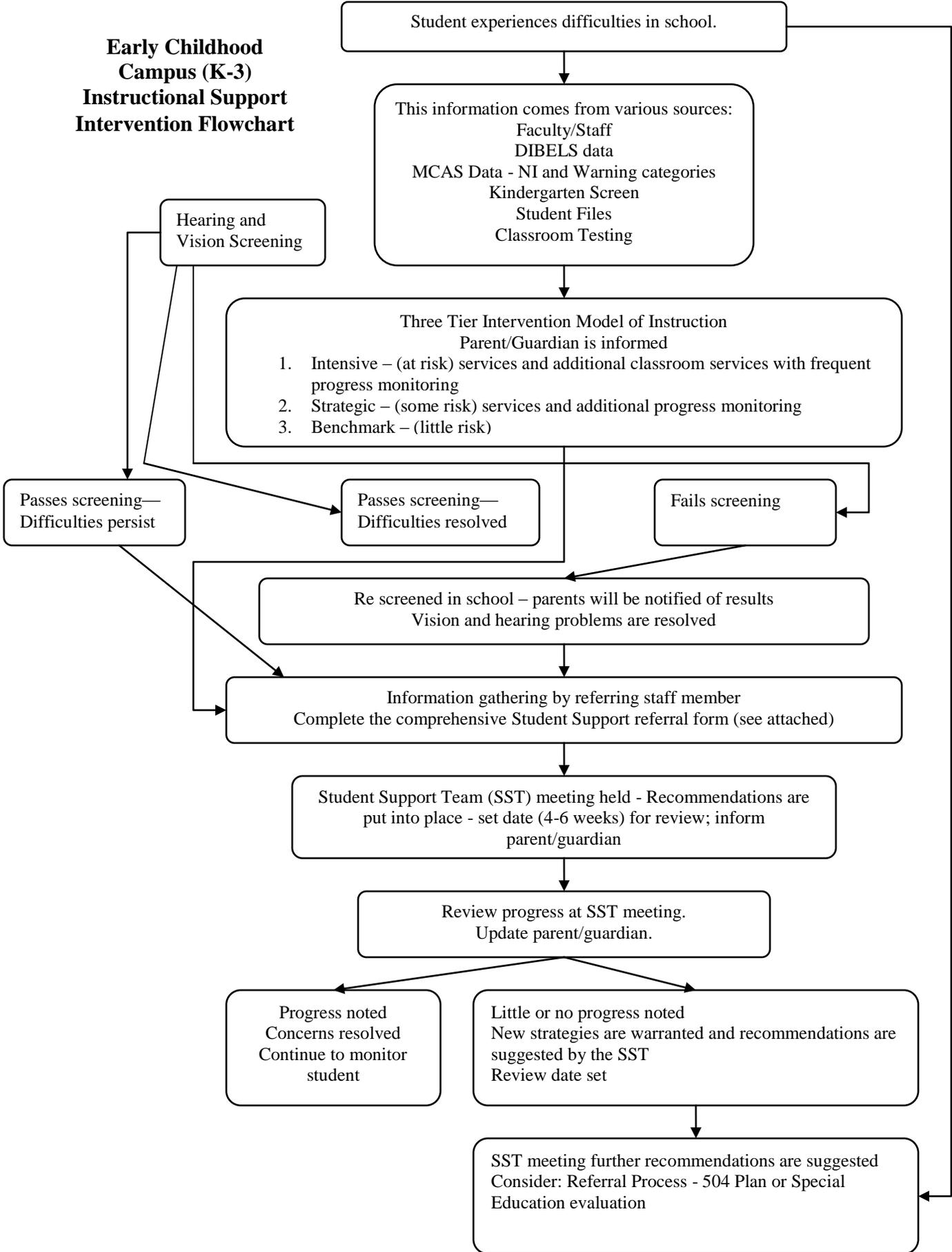
Student Support Team (SST) meeting held - Recommendations are  
put into place - set date (4-6 weeks) for review; inform  
parent/guardian

Review progress at SST meeting.  
Update parent/guardian.

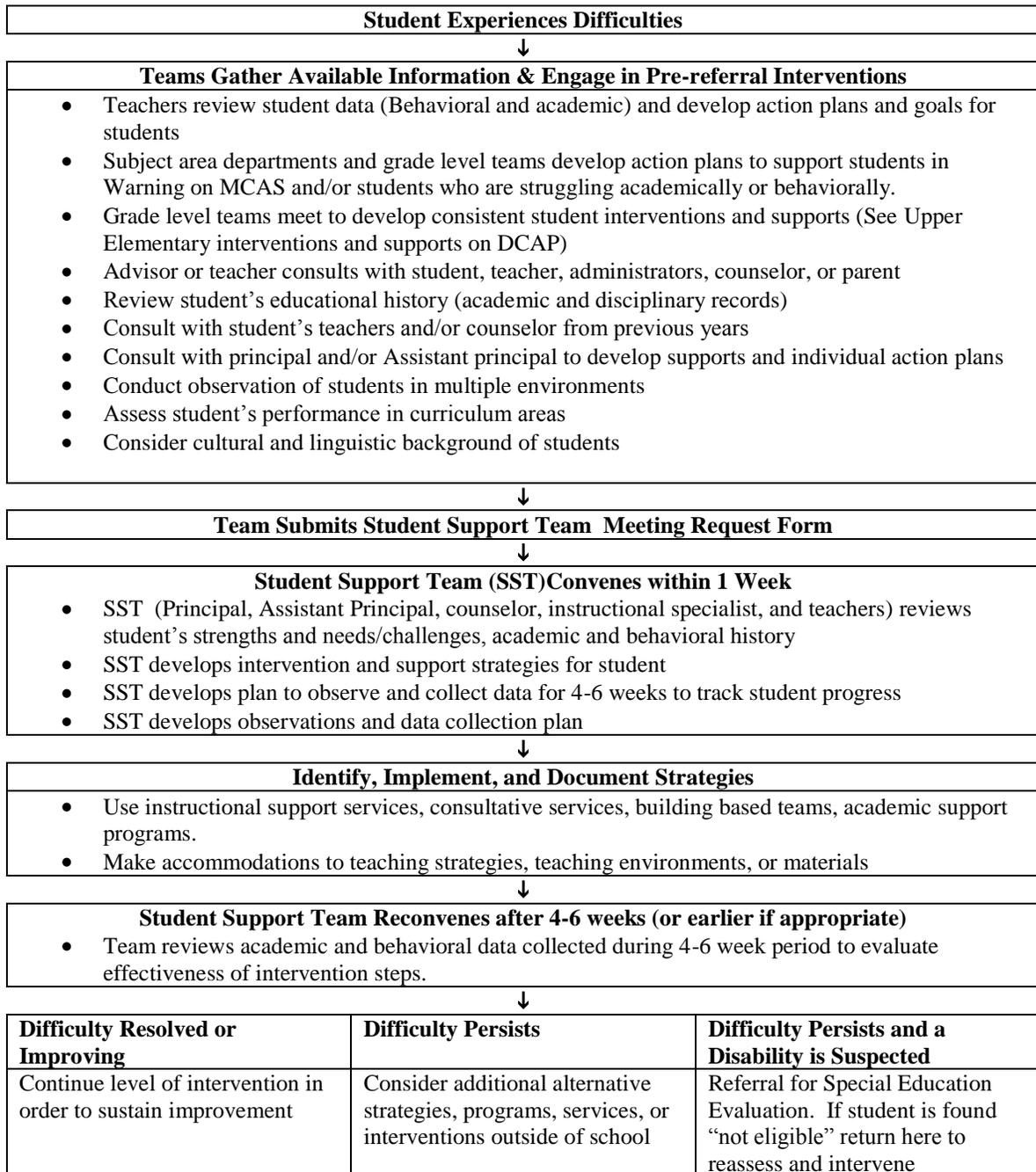
Progress noted  
Concerns resolved  
Continue to monitor  
student

Little or no progress noted  
New strategies are warranted and recommendations are  
suggested by the SST  
Review date set

SST meeting further recommendations are suggested  
Consider: Referral Process - 504 Plan or Special  
Education evaluation



## Upper Elementary Campus (4-6) Instructional Support Intervention Flowchart



## Upper School (7-12) Instructional Support Intervention Flowchart

<b>Student experiences difficulty</b>		
Subject area teacher identifies the difficulty	Advisor identifies the difficulty	Student/family identifies the difficulty
<b>Teams Gather Available Information &amp; Engage in Pre-referral Interventions</b>		
<ul style="list-style-type: none"> <li>• Teachers review student data (Behavioral and academic) and develop action plans and goals for students</li> <li>• Subject area departments and grade level teams develop action plans to support students in Warning on MCAS and/or students who are struggling academically or behaviorally.</li> <li>• Grade level teams meet to develop consistent student interventions and supports (See Upper Elementary interventions and supports on DCAP)</li> <li>• Advisor or teacher consults with student, teacher, administrators, counselor, or parent</li> <li>• Review student’s educational history (academic and disciplinary records)</li> <li>• Consult with student’s teachers and/or counselor from previous years</li> <li>• Consult with Director and/or Associate Director to develop supports and individual action plans</li> <li>• Conduct observation of students in multiple environments</li> <li>• Assess student’s performance in curriculum areas</li> <li>• Consider cultural and linguistic background of students</li> </ul>		

<b>If challenges are isolated to one class:</b>	<b>If there is a pattern to challenges/concerns:</b>
<p>Relevant subject teacher works with student and parent/guardian to apply and monitor strategies.</p> <p>Teacher documents strategies and communicates re. progress with advisor (over a period of 2-4 weeks)</p> <p>If no or insufficient progress is made, teacher either develops new strategies or refers to Student Support Team</p>	<p>Advisor convenes team of teachers and/or student, and/or parent/guardian.</p> <p>Advisor documents strategies, communicates with teachers and monitors progress (over a period of 2-4 weeks).</p> <p>If no or insufficient progress is made, advisor refers to Student Support Team (SST).</p>

If improvement is demonstrated, see below:

<b>Student Support Team Convenes</b>
<p>Director, Associate Director, School Counselor, teachers and advisor convene</p> <p>SST reviews referral form—strengths and needs of students, strategies already applied, successes and continued struggles</p> <p>SST develops strategies and action plans</p> <p>SST gathers evidence on effectiveness of strategies for period of not less than 6 weeks and not more than 8</p> <p>SST reconvenes determines which of the following courses of action to take</p>

<b>Difficulty Resolved or Improving</b>	<b>Difficulty Persists</b>	<b>Difficulty Persists and a Disability is Suspected</b>
Continue level of intervention in order to sustain improvement	Consider additional alternative strategies, programs, services, or interventions outside of school	Referral for Special Education Evaluation. If student is found “not eligible” return here to reassess and intervene