

Rockport Public Schools
District Curriculum
Accommodation Plan
2006-2007

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Rockport Public Schools

District Curriculum Accommodation Plan

The Rockport Public Schools has adopted and implemented this Curriculum Accommodation Plan to assist principals in ensuring that all efforts have been made to meet students' needs in general education. This plan also assists the general classroom teachers in analyzing and accommodating diverse learning styles of all children in the general classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systemic instruction in reading and provisions of services to address the needs of children whose behavior may interfere with learning. This plan includes provisions that encourage teacher mentoring, collaboration and involvement.

The purpose of the planning and development of the District Curriculum Accommodation Plan is to continually strengthen and improve the general education program for the benefit of all students.

1. Assistance to General Education Teachers

Provide assistance to regular education classroom teachers to develop and improve skills and knowledge relative to the implementation of the goals of the DCAP.

Activities:

- Conduct an annual review of the DCAP for all staff.
- Conduct an annual review of the building **teacher support team** process.
- Continue to implement an on-going curriculum review cycle to ensure alignment of the local curriculum with the Massachusetts State Curriculum Frameworks.
- Design district-based professional development activities for the district inservice days that focus on curriculum alignment, instruction and assessment.

2. Support Services Available Through General Education Program

Objective: *Provide academic and other support services through regular education to address needs and behaviors that may interfere with learning.*

Activities:

- Analyze standardized test scores in order to identify students at risk.
- Assign Individual Student Success Plans to all students who have failed the mathematics or English language arts MCAS.
- Provide Title 1 support to students who qualify through Title 1 regulations.
- Implement school-day, after school and grant funded summer remediation programs to address the needs of students identified as at risk.
- Utilize ***teacher assistance teams** at the building level to provide support and guidance to classroom teachers.

At the Elementary level the teachers assisting students in classrooms is referred to as PIPS. PIPS is a general education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the PIPS include the Principal, a general classroom teacher, a special education

teacher, guidance/adjustment counselor, nurse, and other building personnel determined by the Principal.

PIPS members listen to the concerns of a teacher regarding a specific student.

Instructional strategies are offered through a brainstorming format and then considered by the classroom teacher for implementation. Because of the varied expertise of the PIPS members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. In-house consultation services are also an option to consider. The Special Education Teacher, School Psychologist, Occupational Therapist, Speech Therapist, and Physical Therapist are resource personnel available to deliver consultation services.

Within 6-8 weeks, the PIPS members reconvene to assess the student's progress. The classroom teacher has kept careful documentation of progress. The PIPS member, at this time determine if:

- The strategies are effective and the student has made adequate Progress, no longer needing the PIPS process.
- The strategies are effective and there is evidence of some Progress. The PIPS process should continue, meeting again in six weeks, to carefully monitor progress.
- Strategies have not been effective and adequate progress is not evident. The PIPS Members suspect there may be a disability impeding the student's progress. The student is then referred for a Special Education evaluation.

This process is called the Child Study Team at the Middle and High School. It too is comprised of administrators and interested staff. Students who are failing, have attendance issues, referred by a teacher, have discipline issues, have social issues or home issues are discussed. Ways of assisting students and their parents with problems they are having are also discussed. The child study team meets on a regular basis. Discussions are initiated by teacher concerns, failure lists, discipline referrals, or attendance issues.

3. Reading Instruction

Objective: *Provide direct and systemic instruction in reading for all students.*

Activities:

- Provide opportunities for collaboration between reading and ELA teachers K-12.
- Provide training and curriculum development in reading and literacy for all teachers.
- Conduct on-going K-8 reading needs assessment each school year.
- Implement a two-year district-based K-12 professional development program that focuses on literacy.
 - Provide workshops for secondary teachers on reading in the content areas.
 - At the middle school continue to implement the Secondary Schools Reading grant through analysis of student assessments and workshops on reading at the secondary level for all staff.
- Assess all grade 1-3 students in reading using the DIBELS, DRA and guided reading.
 - Provide immediate remediation in K-2 based on DIBELS results.
 - Fully implement the Foundations phonics program K-3.
- Provide reading services through Title 1 staff as a targeted assistance school to all students K-3 identified as at risk.

4. Teacher Mentoring and Collaboration

Objective: *Encourage teacher mentoring and collaboration.*

Activities:

- Utilize district-wide inservice time to allow for collaboration between teachers in the same discipline and teachers at the same grade level.
- Schedule buildings to allow common prep time for teachers teaching the same students whenever possible.
- Continue to implement the district induction program.
- Organize and implement a district-based mentor training program.

The Rockport Public Schools has developed an educator support goal that includes a mentoring component. Beginning teachers are provided a mentor with whom they meet on a regular established basis, engage in peer observations, review professional development plans, and attend professional development offerings together.

Expected learning outcomes for the beginning teacher include:

- Development of a thorough understanding of school policies and procedures.
- Use of a range of student assessment tools.
- Understanding of Rockport Public School performance standards as well as the Massachusetts Curriculum Framework standards.
- Use of appropriate classroom management strategies.
- Addressing areas of identified weakness.

Expected learning outcomes for the mentor include:

- Demonstration of understanding of the role in providing instructional, and professional personal support to the beginning teacher.
- Provision of support to assist beginning teachers in addressing developmental areas.
- Use of strategies such as peer coaching and reflective practice.

5. Parental Involvement

Objective: *Encourage parental involvement in the educational process.*

Activities:

- Continue to implement parental notification procedures relative to MCAS performance, ELL, ISSPs and MCAS remediation programs.
- Maintain parent conferences as a vital tool for communicating with parents.
- Maintain communication with parents through a regular schedule of reporting on student progress.
 - Continue to use Parent newsletters and the district website to inform parents.
- Utilize school councils and parent support groups as methods for parental input and support.
- Use the Connect-Ed phone service to keep parents informed.
- Encourage parent volunteerism within the schools.

6. Curriculum Alignment

Objective: *Ensure compatibility of local curriculum to state standards.*

Activities:

- Continue to implement the on-going cycle of curriculum review for all subjects at all grade levels with bi-yearly reports to the School Committee.
- Continue to analyze MCAS results annually in order to make adjustments to

curriculum and instruction.

- Continue the development of standards-based curriculum documents for all grade levels and all subject areas.
 - Continue the practice of using assessment data to drive instruction and improve curriculum.

Rockport Elementary School Curriculum Accommodation Plan

1. All students attending RES are assessed in math, reading and writing at least twice a year. Continued progress monitoring is done regularly

*Assessments include: DIBELS, DRA, Kathy Richardson Math Assessments, MCAS Scores and Writing Prompts)

2. The assessments are analyzed and instruction is designed according to the student's needs and best instructional practices based on the most current research are used.

3. Interventions are provided for any student not meeting the grade level goals or benchmarks.

4. Interventions are provided by trained staff members. (See RES Professional Development)

5. Interventions are provided both in and out of the classroom as part of the regular ed. initiative.

6. All staff including specialists, and teacher aides are assigned regular intervention duties.

7. All classroom teachers provide explicit direct instruction in the content areas and are supported by specialists and teacher aides.

8. The Math Curriculum Coordinator and Reading Specialist provide continued support to classroom teachers both in and out of the classroom for curriculum support and best teaching practices.

9. If Tier I and Tier II interventions have been in place for a student and there is no measurable progress over a ten week period, the student may be referred by the PIP's (pre-referral team) for additional testing.

Rockport Middle and High School Curriculum Accommodation Plan

MCAS results are reviewed and analyzed each year using test wiz and department analysis. Based on this analysis curriculum and instruction are reviewed and modified as needed.

Individual student results are reviewed by the team or department. Interventions are determined based on specific student needs.

Students may be assigned to additional reading remediation and instruction or math interventions as needed. At the middle school, students may be assigned to additional group tutorials that assist at-risk students.