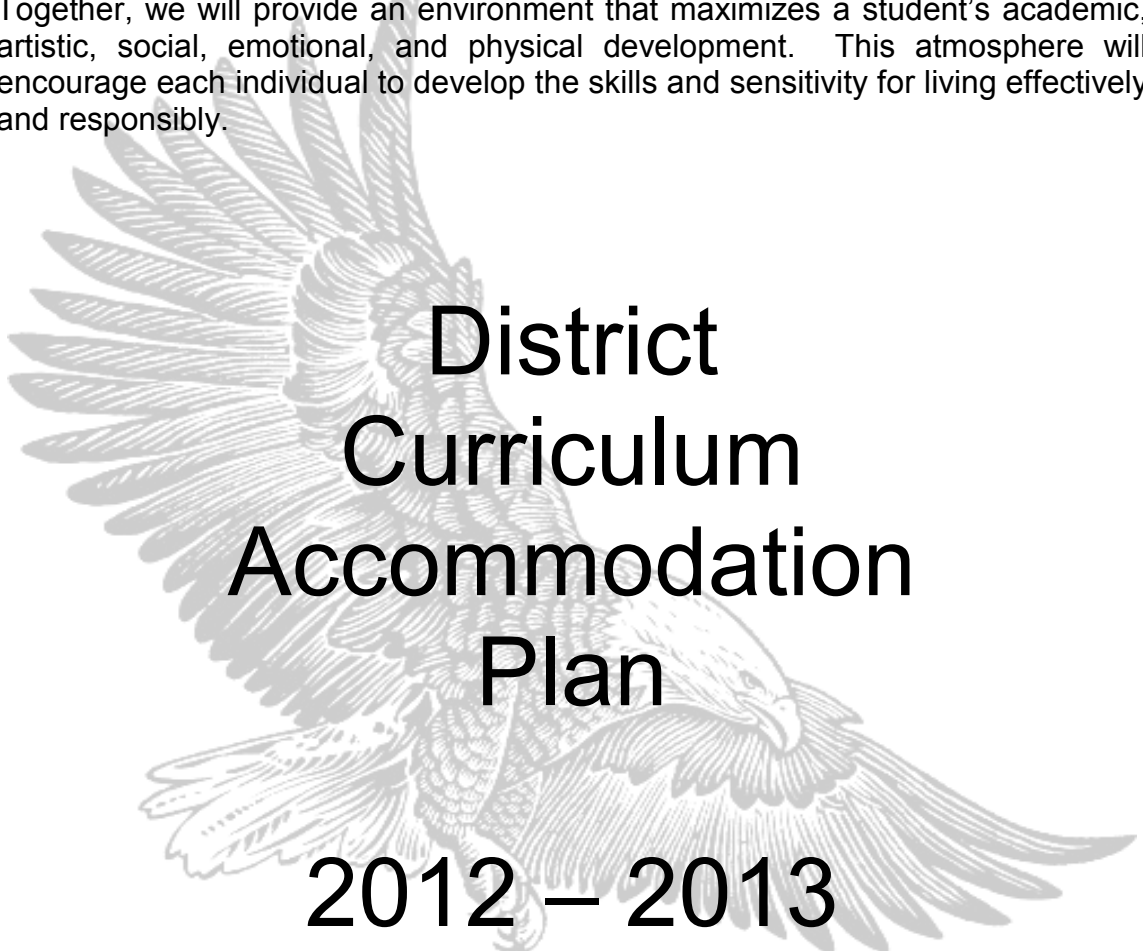


Sharon Public Schools

The Sharon Public Schools, in partnership with the community, has as its mission the responsibility to prepare students to live in a rapidly changing society. Together, we will provide an environment that maximizes a student's academic, artistic, social, emotional, and physical development. This atmosphere will encourage each individual to develop the skills and sensitivity for living effectively and responsibly.



District Curriculum Accommodation Plan

2012 – 2013

Timothy J. Farmer – Superintendent of Schools
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The District Curriculum Accommodation Plan documents the ways in which Sharon Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed. Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP):

A school district shall adopt and implement a Curriculum Accommodation Plan to assist principals in ensuring that all efforts have been made to meet 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 program 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.

School Councils and District Accommodation Plan, Ch. 71 Section 59C Amended Language

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.

Together, these two sections require that the District Curriculum Accommodation Plan be adopted by the district and individualized for each of its school buildings. The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of all students.

The information below outlines the various approaches used to provide all Sharon students with equal access to the district's general education program.

Sharon Public Schools
District Curriculum Accommodation Plan
General Overview

Assistance to regular education classroom teachers, such as Professional Development that will help them to analyze and accommodate various students' learning needs, including students who are English Language Learners.

District Professional Development Plan:

Grades K-5

- Improve students' writing through use of Writer's Workshop, and support students with technology accommodations when appropriate.
- Offer full day K-5 grade level PD focusing on differentiating math instruction and integration of science, social studies, and literacy.
- Provide K-5 literacy specialists to model exemplary literacy practices for classroom teachers and to assist in classrooms.
- Provide K-5 math specialists to model exemplary literacy practices for classroom teachers and to assist in classrooms.
- Encourage collaboration among teachers by providing weekly common planning time by grade level.
- Analyze individual student growth data from the Student Growth Model, and from annual MCAS scores, and share information with classroom teachers.
- Implement interim and formative assessments in K-5 Math and K-5 Reading/Writing.
- Build skills in using Science Notebooks, grades 3-5.

Grades 6-8

- Improve students' writing through use of Writer's Workshop, and support students with technology accommodations when appropriate.
- Provide grade 6 literacy specialist to teach struggling students in small groups.
- Provide grade 6-8 math specialist to teach struggling math students in small groups.
- Provide grade 6-8 teachers daily common planning time by team.
- Analyze individual student growth data from the Student Growth Model, and from annual MCAS scores, and share information with classroom teachers.
- Implement interim writing assessments for grades 6-8.
- Provide grade 6-8 teachers daily common planning by content for the purpose of aligning curriculum and assessments and for the purpose of discussing and implementing Differentiated Instruction practices.

Grades 9-12

- Provide grade 9-12 teachers daily common planning by content for the purpose of aligning curriculum and assessments and for the purpose of discussing and implementing Differentiated Instruction practices.

Grades PK-12

- Offer a wide variety of professional development offerings for staff as outlined on Sharon's PD web site at www.sharon.k12.ma.us.
- Broaden differentiation and inclusion in the classroom via PD offerings.

- Increase the use of 21st Century Skills within the curriculum to support student learning and home/school communication.
- Update learning standards as needed using the Understanding by Design model.
- Expand standards-based teaching and learning by using Understanding by Design to identify essential questions and enduring understandings.
- Provide all teachers with ½ day release time, department and grade level meetings, and building-based staff meetings to compliment district PD offerings.
- Establish a comprehensive mentoring program for all new teachers. This program includes after-school support meetings and peer coaching for first-year teachers.
- Analyze district MCAS results to determine curricular and instructional strengths and areas for growth. Analyze individual student results to guide classroom instruction and meet students' educational needs.
- Administer a professional development survey to update the existing Professional Development Plan for the district.

Support Services that are available to students through regular education, including services to address the needs of students whose behavior may interfere with learning.

Grades K-5

- Offer Mathematics and Literacy Specialists to support student learning.
- Offer after school academic support at for identified students, as available.
- Embrace the Responsive Classroom approach in working with K-5 students to promote respectful and caring behavior.

Grades 6-8

- Offer Mathematics and Literacy Specialists to support student learning.
- Offer study skills / organization to all grade six students.
- Offer a regular education reading class for struggling 6th graders, which meets two of four periods per cycle depending on the need of the individual student.
- Offer Math specialists to support students in grades K-8 who are struggling with grade-level concepts.
- Provide frequent team meeting time to discuss the progress of all students on the team.
- Assign three guidance counselors and two school psychologist to the Middle School.

Grades 9-12

- Provide seven guidance counselors, two school psychologists and one school adjustment counselor to support students' needs beyond traditional academic needs.
- Provide a Harassment Team to include a school adjustment counselor, school psychologist, and three teachers. Meetings are held "as needed". Referrals come from administration, faculty, staff, etc. There are also clinical staff meetings and a "roundtable" with outside agencies (court, police, DA's office) to address specific student issues.

Grades PK-12

- School-based Student Support Teams meet during regularly scheduled school time at all schools to discuss students identified by teachers as "at risk"; members of the team are recruited and are trained in the appropriate process, laws, and "best

practices". These team meetings may include the discussion and creation of behavior plans for individual students.

- For English Language Learners: Teachers and principals refer English Language Learners to be evaluated by the ESL teachers and/or the literacy specialists.
- LEP students are to be evaluated annually with both the MELA-O and MEPA. Results are maintained in the cumulative folder of each individual student.
- The ESL teacher and/or literacy specialists provides direct service to the student who is identified as "Limited English Proficient" (LEP) based on the assessment (above) and is thus deemed to require that service.
- In addition, if the student identified as "Limited English Proficient" has difficulty with academic work, the teacher will use the School-based Student Support Team, as described above, for recommendations.
- For students who are experiencing behavioral or personal problems: School psychologists are assigned to each building.
- All counselors and psychologists may run student groups, meet with students one-on-one, and are available for consultation to parents and teachers.
- Counselors, special education teachers and psychologists may conduct functional behavioral assessments from which they develop behavior intervention plans. They may also consult with outside agencies.
- When a student is in crisis, the counselor or psychologist includes the nurse, principal, teacher, parent, etc., in assessing and addressing the situation.
- All school-based and system-wide discipline codes and processes are reviewed on an on-going basis to ensure conformity with Civil Rights statutes.
- Districtwide behavior specialist consults with school psychologist and building staff to address behavioral needs on specific cases.
- Many staff have been trained in CPI strategies to support the behaviorally disordered child.

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| Direct and systematic instruction in reading for all students. |
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Grades K-5

- Provide Title I targeted assistance programs at Cottage Street School and SMS during school hours.
- Literacy specialist provides direct instruction.
- Foundations pilot at Kindergarten, grades 1, and 2.
- Direct and systematic instruction in reading and writing for all students.
 - Kindergarten – instruction, materials, and assessment in the area of phonemic awareness, phonics, reading, and writing. The DRA and Running Records are used to assess reading and inform instruction for those students who are reading.
 - Grades 1, 2, and 3 – Offer a literacy block that includes mini-lessons in reading and writing, read alouds, students reading text at their instructional level, writing workshop, conferring for reading and writing, and a review of the concept presented in the mini-lesson. The DRA and Running Records are used to assess students' reading level and comprehension and to inform instruction. Literacy specialists are available for support. Implementation of a uniform spelling and phonics program in grades 1, 2, and 3. Foundations is the resource being used for phonics instruction K-2 (pilot year).

- Guided Reading in grades 1-5. Grades 1-3 have already made *Guided Reading* an integral part of their reading programs.
- Focus on comprehension strategies that include research-based, flexible curriculum, with levels of support to match student competencies. Making Meaning and Comprehension Toolkit are used in grades 1-5 for instructional strategies.
- For students who are demonstrating lack of progress in reading: Elementary teacher consults with literacy specialist and/or literacy coordinator.
- Elementary age students are seen in small groups within the classroom or taught separately by a literacy specialist.
- For students who are demonstrating lack of progress in mathematics: elementary and middle school teachers consult with the mathematics specialists and/or coordinators for ways of adapting the curriculum for students.
- Elementary math specialists are available to help students and to consult with classroom teachers about ways of teaching skills, word problems, facts, etc.

Grades 6-8

- Provide Title I targeted assistance programs at Cottage Street School and SMS during school hours.
- Literacy specialist provides direct instruction.
- At the Middle School, the 6th grade literacy specialist provides additional assistance for students in need, either within the general classroom or during targeted reading instruction.
- For students who are demonstrating lack of progress in mathematics; elementary and middle school teachers consult with the mathematics specialists and/or coordinators for ways of adapting the curriculum for students.

Grades 9-12

- At the high school, academic level of English class includes skill-based instruction.
- For students who are demonstrating reading deficiencies in any subject, high school teachers consult with the department coordinator and special education liaisons.

Grades PK-12

- ELL services available to all LEP students.
- Increase in ELL teaching staff by 1 FTE.

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| Encouragement of teacher mentoring and collaboration. |
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Grades PK-12

- Review / revise District Mentoring Program, including mentor responsibilities, professional development opportunities, and support.
- Implement various mentoring activities as delineated in the District Mentoring Plan.
- Provide mentor training as needed.
- Provide new teacher orientation once a school year during the summer. Provide after-school workshops to support new teachers throughout the school year.
- Observe colleagues.
- Provide grade level meeting time by building (K-5) and during full-day release day PD.

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| Encouragement of parental involvement in the child's education. |
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Grades PK-12

- Provide parent information nights at each school.
- Maintain School Improvement Councils.
- Support PTOs that meet on a regular basis.
- Offer PreK-12 special activities in each school for parents and students.
- Develop and maintain school web sites that are accessible to parents.
- Maintain Sharon Public Schools web site that is accessible to parents.
- Continue to offer curricular, instructional, program, assessment, financial, and special education information to parents, students, and community members through school committee presentations and updates.

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| Additional elements, including changes to the school schedules; review of local curriculum; after school options; strategies for increasing the use of community agencies and volunteers; review of school policies and disciplines codes; and additional staffing or consultation on behavioral issues, literacy development, and supports for gifted and talented students. |
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Grades PK-5

- Continue Title I targeted assistance programs at Cottage Street School and Sharon Middle School.
- Continue to offer after care, a Sharon Public School system after school program, which offers a wide variety of programs for K-8 students both before and after school.
- Maintain collaboration between the district's Early Childhood Coordinator and liaisons from all pre-school programs in the Town of Sharon to develop a consistent program for children ages 3-5.
- Continue 90-minute literacy blocks in the primary grades
- Continue 60-minute math blocks in grades 1-5, uninterrupted in primary grades

Grades 6-8

- Continue Title I targeted assistance programs at Cottage Street School and Sharon Middle School.
- Investigate advisor / advisee at SMS.
- Maintain middle and high school teaming practice.
- Investigate school schedules that support personalized instruction for students through the use of online learning resources that supplement curriculum and reinforce skills.
- Continue to offer after care, a Sharon Public School system after school program, which offers a wide variety of programs for K-8 students both before and after school.
- Provide after school supports to students scoring below 240 on MCAS.
- Provide 6-12 after school extra-curricular activities.

Grades 9-12

- Maintain Eagle Block at SHS.
- Maintain middle and high school teaming practice.

- Investigate school schedules that support personalized instruction for students through the use of online learning resources that supplement curriculum and reinforce skills.
- Provide after school, evening, and Saturday programs to students scoring below 240 on MCAS.
- Provide 6-12 after school extra-curricular activities.
- Provide extra help and be available to all students from 2:00 – 2:20 pm, daily.

Grades PK-12

- Review current instructional resources and update curriculum documents to implement programs that are research based and include accommodations and extensions for classroom teachers to meet the needs of their students.
- Provide student support at the elementary, middle, and high school including Literacy Support, Math Support, and Academic Support.
- Provide instructional support and articulation of instructional expectations for elementary, middle and high school teachers through building ELA, FL, Guidance, Math, Science, and History Social Science coordinator positions.
- Continue building-based Student Support Teams (pre-referral)
- Convene PreK-12 ELA Curricular Review Team to investigate exemplary Literacy instruction and recommend a district Literacy philosophy and instructional model; review ELA frameworks / standards, available resources, and assessment practices.
- Implement the district curriculum review cycle so that all curricula are current and useful for teachers.
- Continue grade level meetings and department meetings to provide opportunities for teachers to share best instructional and assessment practices.
- Continue transition meetings with grade 5 and grade 6 teachers and grade 8 and 9 teachers to share student expectations, issues, and transition activities.
- Identify and support students scoring below 240 on MCAS tests by creating ISSP documents with accompanying supports.
- Provide on-site curriculum development days for specialists / Unified Arts departments to review and revise curriculum documents.
- Review annually all individual school handbooks, including school policies and discipline codes, and present revised materials to the School Committee.
- Continue the collaboration between the Director of Community Education and community organizations to enhance after school and summer programs.
- Continue collaboration between the district summer reading program and the Sharon library.
- Maintain average class size in accordance with the School Committee Policy.
- Continue consultation between teachers and specialists / coordinators to help design accommodations for all students.