

RANDOLPH PUBLIC SCHOOLS
District Curriculum Accommodation Plan
Revised April 2015

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Purpose

Massachusetts General Law, Chapter 71, Section 38Q1/2, requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators, teachers and support staff 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.

Randolph Public Schools DCAP has four main objectives:

1. Assist teachers in analyzing, assessing and accommodating diverse learners;
2. Increase, through the DCAP's articulation, support services and instructional delivery options available within general education settings;
3. Recommend instructional interventions for struggling learners;
4. Delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching.

Background to the Plan

This DCAP is a reflection of a number of understandings that have guided the development and implementation of the Randolph District Accelerated Improvement Plan (AIP) and the Randolph Public Schools' five year Strategic Plan. These understandings have driven our efforts at district improvement over the last several years:

- All students can learn
- Students have different rates and styles of learning, and are diverse in their cognitive, physical, linguistic, social, and emotional development. Students thus have differing needs. Nonetheless,
 - All students benefit from a high quality, standards-based curriculum;
 - All students learn most effectively when teachers consistently employ sound standards-based instructional practices.

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- All students have a right to the least restrictive educational environment appropriate to their learning needs;
- Data should inform instruction. In ELA, science and mathematics, this means that benchmarking and progress monitoring must be employed consistently to determine students' learning needs, and faculty must have the opportunity to use this assessment data to plan for differentiated instruction.
- When a lack of student progress is identified, educators have a responsibility to undertake interventions tailored to address the identified needs. Likewise, if students are not challenged by the general curriculum, schools must provide challenging opportunities.
- Education is not complete, and will not meet the needs of the whole person, if it does not incorporate enrichments like art, music, physical education, and at the secondary level, electives and extracurricular opportunities including athletics.

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How the District Seeks to Meet Diverse Students' Needs
in the General Education Classroom

1. Curriculum

- A. Currently the District has the following individuals who provide subject area and pedagogical expertise in the development and implementation of curriculum and instruction; K-12 Director of ELA, Director of ELL/World Languages, Literacy Coordinators, Instructional Coaches, Department Chairs at the high school level, title one and Assistant Superintendent of Curriculum.
- B. To ensure the quality of the developed curriculum, a district template for curriculum has been developed, and substantial professional development on curriculum development has been provided to all relevant staff. The Instructional Practice Guide and PD have both been developed to encourage faculty to plan for the needs of diverse learners. Curriculum continues to be revised on an ongoing basis to align to Common Core standards.
- C. Across many curricular areas, we have purchased high-quality, research-based and standards-based learning materials to support:
- flexible grouping of students,
 - teaching to varied learning styles,
 - meeting the needs of English Language Learners
 - relevant cultural, ethnic and racial diversity
 - use of software, video, and other media which engage and support diverse learners

Additionally, ELA and Mathematic materials incorporate intervention materials, linked to the general curriculum, which provide support for struggling learners. The K-5 ELA materials include additional ESL supports which, is likewise linked to the general curriculum.

- D. The district has developed expectations for lesson plans that are aligned to the states educator evaluation tool. These expectations have been incorporated into the district monitoring observation tool and are used to document implementation

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progress. The results from walkthroughs using the monitoring tool are shared with teachers as a means to encourage teachers to think through accommodations, employ diverse instructional resources, and plan varied strategies for each lesson that tap into students' diverse learning styles.

2. Instruction

- A. Over the last year, all district staff has received training on Keys to Literacy, RTSS, and WIDA.
- B. All district administrators received parallel training, including, Keys to Literacy, RTSS and WIDA, in order to increase their effectiveness as supervisors and evaluators of instruction. The parallel training ensures that throughout the district, we have a shared vocabulary describing desired and expected instructional practices.
- C. Ongoing throughout the school year, the District Administrators oversee all evaluators' observation reports in the Teachpoint Software System, review them, and meet with evaluators to discuss supervisory strategies that administrators and coaches can employ to strengthen individual teachers' instructional practice.
- D. The District has hired instructional coaches who work with all teachers at the elementary level to provide additional, in–depth support, in Keys to Literacy, to upgrade their instructional practices.
- E. At the MS and HS there is an Assistant Principal for Teaching and Learning, who provides supervision and evaluation, support induction of new staff, plan instructional and curricular PD, oversee and support teachers' common planning time and use of assessment data, oversee curriculum development and implementation in subject areas not overseen by Directors, and support students to reach for academic excellence.
- F. Each school in the district has implemented the AIP designed to focus all staff's efforts on improving targeted key aspects of instruction in the current school year. The Instructional Practice Guide should improve learning for all students in

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the general education setting, but also in small group instructional settings where interventions are being provided.

- G. Over the last three years, the district has moved from minimal inclusion to full inclusion at all grade levels, PK through 12. With this transition, the district has moved to a model in which SPED and general education faculty co-plan on a regular basis, and co-teach, as well. Although models differ at elementary, middle and high school levels, each allows for a greater degree of instructional differentiation in all settings with major emphasis upon flexible small group instruction.
- H. Social & Emotional learning curriculum is included in grades K-5. Social Emotional Learning Curriculum (Success) classes are taught through the support of elementary guidance and social workers, in grades K-5.
- I. Guidance and social work K-12 employ the implementation of the Massachusetts Model for Comprehensive School Counseling Programs to ensure Tier 1, 2 and 3 social emotional support is being offered at all buildings. At the elementary level the protective factors on the report card dictate the delivery of service at each tier. The guidance and social work department also use MCAS, benchmark, attendance, office referrals and report card data to steer tiered interventions.
- J. Principal and/or Assistant Principal attend OTL meetings with Special Education Administrator of the building to discuss and identify needs of students and to check individual student's progress.
- K. General Education teachers, ELL teachers and Special Education teachers meet during CPT (curriculum planning time) to collaborate and plan for lessons. At grades K-2, Title One teachers take part in CPT as well. Teachers also support/mentor one another during this time by exchanging successful teaching strategies for students in need.

3. Interventions and Supports, and Enrichments

- A. There are RTSS/support teams in each building.

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- B. Title I remedial reading specialists in each elementary school, serving children in grades K-2. These teachers are partially funded by Title I and partially funded with appropriated dollars, which allows them to provide remedial supports to children.
- C. Computer based programs are available in each building.
- D. Full time paraprofessionals in each Kindergarten classroom who support the learning/instruction.
- E. ESL instructors in all building supporting ELLs who are in the general education setting. The district also provides Sheltered English Classes for beginning, early and intermediate ELL students.
- F. Weekly art, music, P.E. and library for every RPS elementary student.
- G. Alternative education programming and services 9-12, along a spectrum from substantially separate through general education, for students who are struggling to succeed in the general education setting and dealing with social-emotional challenges. These programs support students with and without IEP's.
- H. Intervention opportunities in reading and mathematics instruction are integrated into the general education program for all students.
- I. There is a wide range of exploratory classes at RCMS including art, music, chorus, computers, band, health, world languages, physical education, as well as extracurricular programming, including MS athletics.
- J. Before and after school support for students at all grade levels built into the REA contract.
- K. Summer programs providing academic support and/or enrichment. In 2014, this included the following:
 - Free breakfast and lunch for summer program participants
 - Extended School Year for special education students as required
 - ELL summer enrichment academy
 - Transition program for students transitioning into the middle school
 - Program for at-risk students into the HS Accelerated Learning Academy
 - Summer school for high school students

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- L. Reading intervention classes at the middle school level through the use of a computerized reading program called FLEX.
- M. Subsidized low-cost summer programs include the following:
 - o Music Boosters summer program
 - o Theatre program for high school students
- N. Partnerships with local colleges and universities bring student teaching interns and mentors.
- O. On-site licensed social workers and guidance counselors in all schools
- P. Nurse in each building
- Q. Academic support programs for students who have failed courses at RCMS and RHS

4. Assessment

In addition to the state's MCAS and ACCESS testing, the district has established a system of assessment, which educators utilize for screening, benchmarking and progress monitoring. Assessments include the following:

- K screening for all entering Kindergarteners
- WAPT Initial language assessment
- Progress monitoring more frequently on as needed basis
- Various additional assessments used by Title I reading specialists
- NWEA Benchmark testing in mathematics and ELA for grades K-10
- In grades K-5, weekly and unit assessments provided through the Wonders and Reading Street, and/or Engage New York.
- School developed mathematics unit assessments
- Quarterly exams in all HS core academic departments

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5. Professional Development

Each year, the Randolph Public Schools develop and publish a Professional Development Plan to support the district's AIP. The plan is presented in the form of a district calendar and includes a wide array of professional development programming addressing the AIP.

Goals for 2014-2015 school year are:

- I. Promote highly effective, standards-based instruction
- II. Develop teachers and staff competency in instruction
- III. Support the use of assessment data to inform and guide instruction through action planning
- IV. Further develop Randolph's Tiered Systems of Support
- V. Promote a strong program of family engagement in Literacy and Mathematics
- VI. Enhance the staff's capacity to meet the needs of our varied student population through educational equity training
- VII. Enhance the math departments understanding of Common Core expectations
- VIII. Revise the science curriculum map
- IX. Support the successful induction of new faculty

PD is an extremely high priority in the Randolph Public Schools and the district invests very heavily in the PD described in the PD plan through entitlement and competitive grants. The plan includes PD provided during contractual hours.

Our curriculum development efforts are largely funded with appropriated dollars.

We regularly seek partners to maximize the quality PD opportunities for staff. In the last two years, we have partnered with Susan Looney Associates, Keys to Literacy, Southcoast DSAC, UMASS Boston, Unique Potential, Bridgewater State University, Facing History and Ourselves, myON, NWEA, mentors for all principals and Wonders Literacy trainers to ensure that our staff is receiving targeted, sustained, high quality

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PD. These investments underpin our efforts to strengthen curriculum, instruction, inclusion, interventions, supports and enrichment; use of data, and family engagement in a diverse community.

6. Family and Community Engagement

The Randolph Public Schools recognizes that student success is built upon a foundation of partnership between home and school.

Strategic Objective IV of the District's Accelerated Improvement Plan (AIP) ensures success for all students through high quality engagement strategies that support literacy development. This initiative will develop family capacity to support rigorous learning at home and build administrator and teacher capacity to engage all families. The Quarterly Progress Report (QPR) on the AIP details the range of efforts that the district has undertaken and continues to undertake to strengthen family and community partnerships.

These are school to home offered opportunities to improve and encourage family and community engagement.

- SEPAC
- SSC
- PAC
- Parent Teacher Conferences
- Open House
- Progress Reports and report cards
- Connect Ed
- Website Access
- MPAC
- Bilingual bi-cultural liaisons

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7. Classroom Accommodations

At all levels in the system, accommodations are provided to support the success of diverse students in the classroom. Many of the accommodations have already been detailed above, under “Interventions, Supports and Enrichments.”

ELEMENTARY LEVEL

Curriculum/Instruction/Assessment Strategies

The following are expectations for instruction that should be present in every RPS lesson every day, and which accommodate diverse students’ needs:

- Post daily schedule
- Post mastery objectives for each lesson
- Provide Formative Assessment
- Provide flexible small group instruction for every student every day in ELA/Mathematics
- Provide regular checks for student understanding
- Provide multi-modal presentations of materials (UDL)
- Utilize differentiated instruction techniques and strategies

Other accommodations employed as appropriate

- Scaffold work as needed
- Repeat or re-teach concepts
- Offer peer teaching/group activities
- Model strategies in the content area with gradual release (I do, we do, you do)
- Include study skills/organizational skill strategies
- Utilize technology, including computer assisted instruction where appropriate
- Model use of Keys to Literacy
- Provide cross curriculum opportunities
- Provide preferential seating

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- Provide study guides/reference sheets
 - Teach test-taking strategies
 - Provide additional time to complete assignments and tests as needed
 - Pre-teach new vocabulary
 - Use visual aids / manipulative during instruction
 - Establish cooperative groups
 - Provide frequent repetition and reinforcement
 - Provide frequent redirection
 - Offer parent conferencing, two way communication
 - Offer parent education events
 - Provide opportunities for students to participate in regional, state and national academic and other achievement competitions and programs.
 - Provide district wide bullying prevention training to all students.

Behavioral Strategies

- Provide classroom management strategies
- Develop behavioral plans
- Include positive reinforcement/incentives/rewards
- Utilize charts and graphs to monitor expectations
- Identify and implement adjusted classroom management strategies
- Facilitate parent support/communication
- Consult with school psychologist, adjustment counselor, social worker, special needs staff, guidance counselor,
- Provide individual and small group guidance counseling
- Utilize protective factor index data
- Arrange seating to accommodate student needs

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MIDDLE SCHOOL LEVEL

Accommodations information parallels elementary, but with the following differences/ additions:

- Develop a contract with student, and/or with student and family for attendance and/or behavior
- Provide agenda books
- Offer Summer School
- Offer after school help in all disciplines
- Offer after school clubs and activities

HIGH SCHOOL LEVEL

Accommodations and interventions are provided on a tiered system of need across all departments. (See attached Tiered Accommodation and Support Template from the RHS Core Binder)