



East Bridgewater Public Schools

District Curriculum Accommodation Plan

Updated: June 2016

The East Bridgewater Public Schools are committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender equity, sexual orientation, or homelessness.

The contents of all East Bridgewater school publications are available upon request in languages other than English.

East Bridgewater Public Schools

District Curriculum Accommodation Plan

Mission Statement: *Our mission is to provide education through a collaborative effort among school, home and community that will result in the highest level of respect, self-esteem, responsibility, and life-long learning in all.*

1. Assistance to General Education Teachers

Objective: *Provide assistance to regular education classroom teachers to enhance skills and knowledge relative to the implementation of the goals of the DCAP.*

Activities:

- Conduct a biannual review of the DCAP for all staff.
- support to teachers in analyzing and accommodating diverse learning styles
- Consultative services for teachers as well as consultation between principals and the administrator of special education
- Conduct a biannually review of the building ***teacher support team** process.
- Continue to implement a five-year curriculum review cycle to ensure correlation of the local curriculum with the Massachusetts State Curriculum Frameworks.
- Design district-based professional development activities for the district professional development 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.
- Analyze local assessment scores (mid-year and end-of-year exams, DIBELS, etc)
- 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 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.
- behavior interventionists (2016-2017) at the middle and high school levels to support students whose behavior interferes with learning
- English Language Services for linguistic minority students - to include teacher consultation and direct instruction, progress monitoring and routine evaluation.

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, writing and literacy for teachers.
- Conduct a PK-6 literacy needs assessment during the 2016-2017 school year
- Reading instruction at the elementary level
- Assess all grade K-6 students in reading using a variety of assessments including Reading Streets assessments and DIBELS and use those assessments to determine individualized programming.
- appropriate services & support to include direct and systemic instruction in reading in general education
- Provide reading services through Title 1 staff to all students K-2 identified as at risk.

4. Teacher Mentoring and Collaboration

Objective: *Encourage teacher mentoring and collaboration.*

Activities:

- Utilize district-wide professional development 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.

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.
- Utilize school councils and parent support groups as methods for parental input and support.
- Develop parent volunteer school committee policy.
- Encourage parent volunteerism within the schools.

6. Curriculum Alignment

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

Activities:

- Continue to implement the five-year cycle of curriculum review for all subjects at all grade levels.
- Continue to analyze MCAS results annually in order to make adjustments to curriculum and instruction.
- Complete the development of standards-based curriculum documents for all grade levels and all subject areas.

** Teacher support teams have different names in each building. Central School refers to them as Child Study Teams. Mitchell Middle Schools refers to them as Guidance Support Teams. EBHS refers to them as ALPS Team Meetings.*