

Barnstable Horace Mann Charter School Curriculum Accommodation Plan

"Achieve Excellence for All Students!"



Chapter 71: Section 38Q ½--Curriculum Accommodation Plan

Section 38Q 1/2. 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.

Barnstable Horace Mann Charter School

The Barnstable Horace Mann Charter School is a two year school serving all fifth and sixth graders in the Town of Barnstable with innovative learning and assessments.

Mission

“Achieve Excellence for All Students!”

Our mission is to inspire all students, faculty, parents and community members to achieve excellence by creating a school environment that provides high quality education. We utilize rigorous standards, assessments, and innovative creative instruction, and engage parents and the community to prepare all students for lifelong learning.

Our Philosophy

The Barnstable Horace Mann Charter School will provide creative and rigorous educational programs using a high quality standards-based curriculum, innovative instruction, thorough assessment, advanced technology, and active parent involvement. Our school will develop a working partnership with students, teachers, parents, and the community, and is committed to excellence, high academic standards, the development of moral character, and civic responsibility.

We will achieve this by:

- Academically preparing students to meet rigorous standards set by the Massachusetts Department of Education using the Modern Red Schoolhouse Institute’s Curriculum Design Model
- Evaluating student progress using a variety of internal and external assessments;
- Helping students to achieve high standards of social and civic responsibility;
- Involving parents/guardians in their child's educational program;
- Engaging the community in lifelong learning and in the success of the school;
- Using technology to manage curriculum and assessment and to enhance instruction, communication, both internally and externally.

Vision: A School with Tomorrow Inside

The vision of our school is that of an educational environment for a community of lifelong learners. Our school is designed to educate all students so that they may reach their full potential, and to be able to master the skills, knowledge, and understandings conducive to success in the 21st century. Our school operates as an educational, social, and human resource center for the entire community. Our school

teaches at the technological, social, and higher order thinking skills that enables students to be productive individuals.

This safe and supportive environment, with high expectations for all, translates into a place where people learn to work together as critical thinkers and problem solvers, and where differences are respected, and where the community is enriched.

The Barnstable Horace Mann Charter School is a place that meets the assessed needs of the students and is built on the premise of continuous improvement through a systems approach. The integrative curriculum is standards based, and our instruction is designed to meet the multiple learning styles of students. Mastery is achieved through multiple assessments including performance based culminating activities, MCAS and portfolios.

School Program

When we received our charter, the Board of Trustees and School Administration took the opportunity to restructure the school to better meet the needs of our student population. To accomplish this, we chose to adapt elements of the Modern Red Schoolhouse Design Model to meet our needs. We selected this model because it is standards driven and designed to increase staff participation in school-based decision-making. Under Modern Red's guidance, we have created several task forces that focus for steering curriculum design and organizational management.

Curriculum Design

As mentioned above, our school has adopted elements of the Modern Red Schoolhouse Design. This whole school standards driven design provides us with a framework that allows us to achieve consistency in student learning. The staff is in the process of restructuring curriculum using a thematic approach to standards driven instruction.

A thematic approach provides teachers with the opportunity to collaborate and design curriculum as a team. The thematic approach provides students with the opportunity to discuss learning experiences at grade level with students throughout the school.

All units of instruction are written based upon the Massachusetts Curriculum Frameworks. Each unit of instruction has high, clear expectations for all students. The teachers address and assess each standard every step of the way throughout the unit being taught. Each lesson will be modified to fit the learning styles of a diverse population of students including, but not limited to, students who are English Language Learners and students who receive special education services.

Personnel Resources Providing Support in the General Education Setting

Leadership Team: Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.

- Principal
- Assistant Principal for Student Affairs
- Assistant Principal for Academic Affairs
- Guidance Director
- SPED Coordinator
- Curriculum Coordinator
- Technology Director
- Bookkeeper/Purchasing Agent
- Board of Trustees Members

Guidance Department: Composed of guidance counselors, school psychologist and adjustment counselor. Provide individual student and group support, serve as liaisons between home and school, and provide parent and teacher support and consultation.

Behavior/Prevention Specialists: Monitor and respond to behavioral issues that exceed the teachers' realm of classroom management. Determine consequences and establish constructive alternatives for improved behavior in future circumstances.

Special Education Teachers/Paraprofessionals: Provide teacher consultation, support, and direct instruction to students as per their Individualized Education Plans.

School Nurse: Provide consultation to parents, students and staff, direct service for individual students.

OT/PT/Adaptive Physical Education/Speech and Language Specialists: Provide teacher consultation, classroom observation of students, informal screening formal assessments, in addition to direct services to students as per their Individual Education Plans.

Reading Specialists: Provide teacher consultation for curriculum implementation & modification, screening, informal and formal assessment, direct services to groups or individuals, demonstration teaching, co-taught classes.

Title One Math and Reading Teachers: Provide remedial program for students in math and language arts.

Teaching Teams: Review MCAS and other performance data; engage in discussions of curriculum and instruction and accommodations for individual students.

ISIP Team: Follows the ISIP (Instructional Support Intervention Process) whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress.

Crisis Intervention Team: helps members of the school community respond to the needs of students and faculty at times of grief and loss in order to help them remain psychologically healthy and to prevent the development of later psychological problems.

ELL Teachers: Instruct students who are English Language Learners, collaborate and consult with classroom teachers regarding best practices for instruction of students learning English.

Library/Media Staff: Instruct students in library use and provide consultation for teachers regarding resources for special projects and research in all disciplines.

Student Mentor Program: At-risk students receive one-on-one support from volunteer staff members.

Gateway Staff: Professionals providing programs to students and consultation support for teachers with respect to the education of students identified as gifted & talented.

Program and Structure Characteristics Supporting Curriculum Accommodations for General Education Students

- Team structure
- Thematic Approach to instruction
- Multi-modal presentation and instruction
- Title I reading and math
- Gateway Program for academically talented students
- Mobile labs and Alpha Smarts for technology integration
- Technology Team
- Plato Learning Systems for individualized curriculum support
- After-school MCAS tutoring program in ELA & Math for students in need of assistance in those academic areas
- After-school care program including homework help
- Green Machine Program
- Guidance/Prevention Programs:

Group	Description	Staffed By	Meeting Occurrence
Alateen	Meets the needs of students in families with alcohol abuse issues	AA	Weekly
High Flight	Meets the needs of referred at-risk students	YMCA	Weekly
Mentor Program	Meets the needs of referred at-risk students in one-on-one settings	BHMCS: various staff	Minimum requirement is once weekly
Divorce Group	Meets the needs of students in families who are divorcing or who have divorced	BHMCS Guidance	Weekly
Bereavement Group	Meets the needs of students who are losing or have lost family members	BHMCS Guidance	Weekly

Depression Group	Meets the needs of students with depression issues	BHMCS Guidance	Weekly
Social Skills/Friendship Group	Meets the needs of students who can benefit from additional social skills	BHMCS Guidance	Weekly
Behavioral/Anger Management Skills Group	Meets the needs of students with anger and behavioral management issues	BHMCS Guidance	Weekly
Anxiety Group	Meets the needs of students with anxiety issues	BHMCS Guidance	Weekly
Family Dynamics	Meets the needs of students with various family issues	BHMCS Guidance	Weekly
Milestones Achievement	Recognizes students who have achieved academic, social goals	BHMCS	Each term
Individual Meetings	Meets the needs of individual students with unique issues or those who cannot attend any of the above groups	BHMCS Guidance, Prevention, Social worker	Daily

Teacher Mentoring and Collaboration

- Teachers and administrators new to the profession and/or district participate in the Barnstable Public Schools Induction Program. They attend an orientation, as well as monthly group meetings and they are assigned a building-based mentor.
- All teachers participate in monthly curriculum meetings to continually revise the curriculum and refine best practices for instruction within their disciplines.
- The two-classroom teaming structure of the school facilitates the constant collaboration of the teachers and support personnel (listed in this document) sharing the responsibility for educating small groups of students.

Professional Development Opportunities

- The Barnstable School District teacher contract includes a provision for graduate level course or conference reimbursement up to \$500 each year.
- School personnel have undergone extensive training in data driven assessment provided by Mass Networks trainers. We continually to use professional development time to analyze new data and use it to inform instruction and curriculum design.
- Faculty members have participated in training on the Modern Red Schoolhouse Whole School Design Model.
- Teachers have participated in, and continue to receive, intensive training in the teaching of Mathematics using manipulatives in a standards-based curriculum.

- Each summer the district and charter school funds professional development activities in Language Arts, Mathematics, Technology, and any areas necessary to enhance the skills of teachers and paraprofessionals.

Parental/Family Involvement

The school encourages parent/guardian/family involvement by welcoming volunteers into the school as directed by the volunteer coordinator, facilitating a variety of curriculum related events that invite parents and families to share in the learning of their students, and by maintaining a strong relationship with the Barnstable Horace Mann Charter School Parent Advisory Council (PAC).

PAC: The purpose of the Barnstable Horace Mann Charter School Parent Advisory Council is to enhance the quality of our young people's education and to foster positive interaction among teachers, administration, parents, and other interested people of the community. The objectives of the PAC are as follows:

1. Opening and maintaining lines of communication between all concerned, ever mindful that these are very special growing years for the young adolescent.
2. Affording an opportunity for the school to acquaint parents with the objectives, programs, methods, achievements, and plans of the school system, as well as the problems.
3. Bringing educational expectations, questions, and concerns of the community to the attention of the school.
4. Presenting programs that will bring further understanding of the continuing educational programs' process and permit all parties to voice their concerns, as well as assist in implementing agreed upon changes.

Membership in the PAC is automatically open to all parents, teachers and administrators of the Barnstable Horace Mann Charter School.

The **Board of Trustees** is also a way to participate in the governance of the school.

Specific General Education Curriculum Accommodations

It is good teaching practice to continually adapt the learning environment and methodology of instruction based on the needs of individuals and groups of students. As described in this document, general education teachers will, with the assistance of a myriad of specialists when necessary, provide individuals with the accommodations necessary for success in the general education setting. The ISP process will assist teachers with the identification of student needs, the implementation of practices that improve learning outcomes for those students, and the documentation of the details of such investigations. ISP records will be placed in students' Cumulative Folders so that subsequent teachers can be made aware of individual student needs.