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DISTRICT CURRICULUM ACCOMMODATION PLAN

OBJECTIVE: To provide assistance to regular education classroom teachers in analyzing and accommodating various students’ learning needs.

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff.

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Annual standardized testing in Grade 1-8, Stanford¹⁰ • Reading assessment testing as recommended by teacher • Ongoing analysis of MCAS tests using TESTWIZ software • Grade level common planning time • Selection of textbooks that recognize and accommodate a variety of student learning needs • Establishment of teacher assistance team (STAT Program) • Establishment of teacher mentoring program 	<ul style="list-style-type: none"> • Teacher workshops on identifying and accommodating diverse learning styles <ol style="list-style-type: none"> 1. Oct 1, 2003 2. Nov 5, 2003 • Workshop in Attention Deficit Disorders <ol style="list-style-type: none"> 1. Aug, 2003 2. March 18, 2004 • Training in Differentiated Instruction <ol style="list-style-type: none"> 1. Aug 2004 • CPI Training <ol style="list-style-type: none"> 1. Fall 2005 • Disabilities Awareness project <ol style="list-style-type: none"> 1. March 2006 	<ul style="list-style-type: none"> • Provide additional training in identifying students’ learning needs • Plan additional offerings on teaching strategies for diverse learning styles • Provide staff development in instructional strategies that support differentiation in the classroom.

OBJECTIVE: To provide support services that effectively manage student behavior.

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff.

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Consultations with outside agencies • Court and DSS referrals • Teacher Assistance Team/STAT referrals • Guidance and counseling intervention • In-School Suspension Program with especially prepared student materials that address the student's inappropriate behavior • After school detentions with especially prepared student materials that address the student's inappropriate behavior • Use of Administrative Referrals 	<ul style="list-style-type: none"> • Continuation of Teacher Assistance Team (STAT) • Annual staff training of safety policies as outlined in the Crisis Management Manual • Faculty workshop on Sexual Harassment, Aug 2005 • Creation of Crisis Management Policy Manual 	<ul style="list-style-type: none"> • Provide additional training in identifying behavioral issues and strategies to address them in the regular classroom setting • Review of Crisis Management Policies to determine administrative procedures • Provide additional workshops in identifying and working with the ADHD student

OBJECTIVE: To provide direct and systematic English Language Arts and Mathematics instruction for all students.

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff.

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Remedial support through Title I programs • Provide Grade 7 and 8 students with small class size for Math instruction (maximum of 12 students) • Use of comprehensive literacy approaches in classroom • Training of teachers in Readers’ Workshop in grades K-5 and in creating leveled-book collections techniques • On site training of teachers in Math for effective practices and strategies • Use of Accelerated Reader program for all students in Grades 1-4 • MCAS Camp remedial and preparation programs prior to testing • MCAS Summer Camp for all students scoring in the Warning and Needs Improvement categories in Math or ELA 	<ul style="list-style-type: none"> • Workshops/Conferences to support instruction in Reading, Language Arts, Science, and Mathematics • Review of texts for alignment to the Curriculum Frameworks • Provide equity of instruction in reading in all ELA classes • Annual “Book Fair” to promote literacy 	<ul style="list-style-type: none"> • Continue to review the English Language Arts and Math series for content validity and adherence to the Curriculum Frameworks • Provide staff training in Reading, Language Arts Science, and Mathematics • Train additional staff members in remedial reading and Mathematics techniques

OBJECTIVE: To encourage teacher mentoring and collaboration

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Establishment of new Teacher Orientation Program • Selection of teachers to attend D.O.E. approved Teacher Mentoring Program • Selection of teachers to serve in official capacity as mentors • Selection of teachers to serve in official capacity as mentors leaders • Mentors and Protégés meeting on a regular basis. • Development of a formal district mentoring policy <ol style="list-style-type: none"> 1. Formation of a Professional Development School March 2006 	<ul style="list-style-type: none"> • Continue to formally assign mentors to incoming new teachers during induction year • Train additional staff through D.O.E. approved Teacher Mentoring Program • Development of a professional development school in collaboration with UMass-Dartmouth University, March 2006 	<ul style="list-style-type: none"> • Continue to provide mentors to every new teacher, with an additional 50 hours of mentoring to second year teachers.

OBJECTIVE: To foster parental involvement

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Required parent/guardian attendance each trimester at Parent-Teacher conferences • Parent/guardians as members of the Board of Trustees • Posting of information for parents on the Atlantis website, www.atlantiscs.org • Family Learning Center programs and activities for families. • Individual weekly classroom newsletters sent to parents that describe class activities, homework assignments and test, etc. • Monthly newsletters recommending activities and strategies that parents may use to help their children with school work, reading, etc. • Well-known speakers to address parents on a variety of topics, i.e. discipline. • Individual parent conferences arranged at parent or teacher request 	<ul style="list-style-type: none"> • Establishment/expansion of the Family Learning Center and the SPED/Title I Parent Advisory Council • Parents and guardians as members of the committees of the Board of Trustees • Increase parental involvement in defining policies for Special Education Council and Title 1 • Additional presentations and workshops for parents on a variety of topics of interest. Presentation is preceded by dinner for all parents and children with childcare available after dinner. • Increase awareness of school activities in local newspapers, cable station, school website, and local radio • Increase participation in city-wide parent activities through partnership with the parent programs offered through the Fall River Public Schools • Dissemination of Parent Magazine to all parents 	<ul style="list-style-type: none"> • Increase use of school website to promote more parent awareness and involvement • Provide parents with web access to their children grades and other pertinent school information, e.g. attendance, discipline • Continue to provide formal and informal opportunities for communication between parents and Board of Trustees

OBJECTIVE: To provide ongoing review and alignment of local curriculum in relation to state learning standards

INDIVIDUAL(S) RESPONSIBLE: Principal, Administrative Staff

Strategies in Place	Strategies in Progress	Future Strategies
<ul style="list-style-type: none"> • Formation of Curriculum teams to establish priorities in curriculum development • Mathematics and English Language Arts Curriculum Committee professional development meetings to monitor progress of the new program in all classrooms. • Mathematics and English Language Arts Committee alignment of the skills to the Massachusetts Frameworks and integration of them into other content areas • On-going review of Mathematics, Science, Social Sciences and English Language Arts RK-8 Scope and Sequences to insure continuous progress and consistency among and between grade levels • Title 1, SPED, and MCAS tutorial programs and accommodations established to meet needs of students • After school enrichment programs to enhance student learning and provide an expanded curriculum. • Implementation of Readers' workshop in Grades RK-5 	<ul style="list-style-type: none"> • Curriculum implementation, monitoring, and review by all faculty and curriculum directors • Curriculum Integration by Educational Staff • Development of an all-school Writing Rubric and Problem Solving Rubric • Development of assessments (probes, open response questions, benchmarks) based upon state learning standards • Use of student assessment results to develop curriculum, instruction and assessment • Alignment of Science Fair process to state standards (science inquiry, math, writing and research skills) • Piloting and aligning a university-based science curriculum (Whale of a Mystery – City Lab Bridgewater State College) • Curriculum Mapping in Arts, Comprehensive Health and Foreign Languages • Collaboration among English, Science, and Social Studies teachers, with curriculum directors, to develop sound research skills and continuous progress in K-8. 	<ul style="list-style-type: none"> • Development of a strategic plan for curriculum revision and alignment involving a five-year rotating cycle with other major subjects • Professional development opportunities for faculty and staff to ensure continuation of the implementation and review process • Professional development opportunities for faculty and staff, based upon information derived from analysis of test data. • Continued training of teachers on the use of curriculum mapping, integration, student assessment, marine studies, and technology • Curriculum directors in classrooms with teachers for observation, modeling of lessons, team teaching, and monitoring of the curriculum • Piloting of K-8 Writing Rubric • Teacher training in Writers' Workshop • Curriculum development in Arts, Comprehensive Health and Foreign Languages • Extensive enhancement of Technology/Engineering portion of the Science

	<ul style="list-style-type: none"> • Collaboration between English and Social Studies teams to develop and implement RK-8 curriculum in Geography, with emphasis on Maps and Globe/Language Skills • Provision and use of appropriate resources and professional development for successful implementation of the new curricula (ELA, Mathematics, Science, Social Sciences, Health) • Teacher training in Readers' Workshop • Field Trips aligned to state standards and curriculum • Development of a strategic plan for curriculum revision and alignment • Annual review by teachers and administrators to evaluate curriculum program. • Collaborative effort among Title 1 and Special Education staff to develop the school's curricula to include all learners. 	Curriculum
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