Oak Street Elementary School
Building Accommodation Plan
2018-2019

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting by supporting teachers in the analysis and accommodations of student learning styles and needs. The DCAP document is intended to support the efforts of educators to provide effective interventions for struggling learners. The DCAP also guides the development of a Building Curriculum Accommodation Plan (BCAP) for the Oak Street Elementary School.

> *Massachusetts General Laws, Chapter 71, Section 38Q1/2*
> *"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the 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 programming, 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."*

The Oak Street School BCAP is aligned with the Franklin Public Schools DCAP which has four main objectives and is based on the District and School Improvement Plan.
These objectives are:

- To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.
- To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.
- To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.
- To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

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Vision Statement
The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

Mission Statement
The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

Please note: "The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education."

(Excerpted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

General education provides a rich educational experience for all students. The Franklin Public School district is committed to the development of the general education classroom so that all students can achieve success in learning.

Objective:	**Strategies:**

To help students develop connections to school, support positive behaviors and increase academic achievement, the Oak Street Elementary School will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.	● Continue to provide professional development around effective SEL strategies and Tier 1 and Tier 2 interventions
	  o Continue committee work from WJC, focus on developing a positive school culture and climate with focus on consistent schoolwide practices.
	  o Integrate SEL practices into academics through grade level common planning.
	  o Identify strengths in components of SEL resources utilized at the school and plan lessons using prioritized aspects of: Responsive classroom approach, Jessica Minahan Behavior Code Strategies, Restorative discipline best practices, Lion's Quest
	  o Use current structures of IST to identify students who are at risk and in need of additional supports.
	● Develop a system-wide response to improve attendance
	● REACH - distill practices that are leading to student social emotional growth in the 5 core competencies
	  o Use Peer Observations across classrooms focus on specific practices
	  o Explore ways in which to integrate practices and resources (Lion's Quest) into inclusion classrooms.
	  o Develop the service learning component of Lion's Quest for REACH students in grades 3-5.
	● Fully implement the weekend backpack food program

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Objective: To ensure that all students are supported and challenged to reach their full potential, the Oak Street Elementary School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.	**Strategies:** ● Refresh literacy practices - Strengthen literacy instruction through the continued use of the workshop model and development of rigorous, integrated standards-based units o Backwards plan lessons with clear vision of outcomes for students to demonstrate mastery o Focus on using formative and interim data and a system of conferring to track student progress towards mastery o Develop structures and supports to meet students needs based on information collected ● Integrate digital literacy and STEAM standards into the curriculum o Using technology to enhance instruction in K-2 o Focus on building knowledge through informational texts in 3-5 ● Implement recommendations from Homework committee o Grade level teams develop daily/weekly expectations for homework based on the district policy and communicate this to families ● Support standards aligned practices in all subject areas o Use CPT with grade levels and coaching to unpack standards and develop student conceptual understanding in math in order to build student number sense o Prioritize science standards/domains and use STEMscopes to develop student science/engineering thinking o Use informational text to integrate SS/Science standards into reading and writing
Objective: To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Oak Street Elementary School will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.	**Strategies:** ● Strengthen and develop effective co-teaching partnerships with special education and general education staff o Analyze current co-teaching models to identify best practices o Engage in problem of practice in co-teaching to identify support from peers. Beginning with the special education and differentiated student support ● Strengthen literacy instruction through the continued use of the workshop model and development of rigorous, integrated standards-based units ● MAPLE - Bring practices highlighted in district committee work back to the school ○ Examine current units of study to identify areas to expand student choice and promote personalized learning ● Continue to refine targeted instruction time to efficiently use this time to meet students needs ○ Implement clear Teaching & Learning cycles to collect standards-aligned and skills based data

	○ Support teachers to develop plans to address the specific needs of small groups of students based on the data ● Continue to support teachers through Oak Street's Instructional Support Team (IST). ○ Revisit professional development opportunities designed to strengthen educator understanding of tiered supports.
Objective: To ensure that all stakeholders are engaged with the school community in support of student achievement, the Oak Street Elementary School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.	**Strategies:** ● Develop new school website as a means to effectively communicate essential information to all families ● Continue to define and disseminate information on social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of initiatives. ● Review use of School Council in an effort to identify current needs and future initiatives and priorities. ● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. ○ Engage PCC formally and informally with families to listen to their hopes for the school ○ Collaborate with the PCC to identify areas of need in the school that can be used in fundraising efforts ○ Work with the PCC to encourage more parents to attend meetings and have their ideas and concerns be shared. ● Share progress and information on goals during School Council meetings and with PCC.

Instructional Support Interventions
Accommodations may be made to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful for individual students.

Curriculum/Instruction/Assessment Strategies
- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and "wait time" or "think time" to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach
- Differentiate instruction, materials, assignments, and/or assessments

- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Provide reference tools, websites, study guides, textbooks for homework support
- Provide strategies to support parents with homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing or calculators for assignments and assessments
- Communicate expectations and progress to parents through email, blogs, websites, twitter, conferencing, curriculum nights, etc.
- Ensure teacher collaboration and mentoring including support from specialists as needed

Behavioral Intervention Strategies

- Post classroom expectations in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Provide flexible seating arrangements
- Provide an environment that meets sensory needs

Organizational Strategies

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students