

Smith Vocational and Agricultural High School
District Curriculum Accommodations Plan (DCAP)
Resource Guide



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Forward

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education.

The Massachusetts General Law related to DCAP is as follows:

New Section 38Q ½ added to Chapter 71

“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 education 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Recent amendment made to Chapter 71, §59C

“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the Principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan.”

Smith Vocational and Agricultural High School DCAP

The Smith Vocational and Agricultural High School DCAP is a plan that has been adopted by the District, and although it does not require individual written plans, the intent is to increase the general education capacity to meet the individual needs of diverse student learners. The DCAP is considered an educational activity for the general education program.

This plan is intended to assist principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The plan shall also assist teachers in analyzing and accommodating the diverse learning needs of all students in the regular education 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring, collaboration, and parental involvement.

This DCAP includes curriculum accommodations available to all students. Teachers/Staff in the Smith Vocational and Agricultural High School District are always focused on individual student achievement. Using data to make decisions, monitoring student progress, and providing appropriate accommodations/interventions to students with diverse learning needs will continue to bring us closer to meeting the needs of every child. This DCAP and its contents are intended to help with this.

The Smith Vocational and Agricultural High School DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing and accommodating diverse learners
- To increase, through the DCAP's articulation, support services and instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching

Smith Vocational and Agricultural High School believes and expects that all students can learn. The following statements represent this belief system:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands
- Students require different amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners.

Appropriate Assessment Practices

Assessment practices are the accommodations and adaptations necessary for all students to adequately demonstrate knowledge and skills.

In assessing the learning of diverse learners, educators need to:

1. Allow for a variety of assessments that evaluate what is being taught. These assessments may include a choice of or teacher assigned: exhibitions, portfolios, daily work, observations, self and peer evaluations, demonstrations and projects, oral tests, cooperative group assessments, student designed assessments, and family, community, and employee evaluations/observations.
2. Ensure that the language used in assessment is consistent with the language used during instruction. When assessing, always consider the student's culture/preferred language, clarity of directions, verbal and nonverbal options (e.g., sign language).
3. Consider the student's unique needs when determining the content of the assessment.
4. Identify the skills or content to be assessed and ensure that assessments test only the content taught.
5. Design assessments to determine what the student knows as opposed to what the student does not know.
6. Utilize student's prior knowledge to determine instruction and subsequent assessments.
7. Identify individual learning styles and design assessments to illicit a variety of thinking and application skills.
8. Design assessment procedures and accommodations to meet individual student needs.
9. Assess in student's primary communication mode (i.e., Braille, sign language, picture board, etc.) Utilize a variety of people (i.e., family, peers, employers, other professionals, etc.) in the assessment process. Utilize technology for the presentation of assessment and student response.
10. Allow flexibility in the time and scheduling of assessments. Allow the student to take breaks. Divide assessment into smaller segments. Schedule assessment when student can perform best.

11. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose an environment that fits best. Consider student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc., at time of assessment. Limit distractions and create supportive settings that encourage student participation. Use preferential seating. Use real life settings and other alternative environments.

12. Consider the evaluation criteria that will be utilized when designing assessments and set the criteria prior to assessment. Involve others in determining the realistic expectations and goals for the student. Provide families assessment results; make expectations and criteria clear and explicit. Provide a variety of grading methods, including: individual grading scale, narrative reports, and group performance grades.

Supports for Teachers, Staff, Students and Parents

New teacher training:

- New teachers and staff attend a one-day orientation prior to the start of the year
- All new teachers are provided a qualified mentor
- New teachers and mentors meet with the new teacher to share successes, identify and address needs, and help throughout the year
- Mentor training
- New teacher trainings (after school)

Support for staff in the following areas:

- Differentiated instruction
- Student learning styles
- Common Core
- Literacy
- Alignment of academic and vocational curriculum, the Massachusetts Curriculum Framework, Vocational Frameworks, WIDA Frameworks, and SEL curriculum
- Rubrics
- Formative assessments
- Assistive technology
- Portfolio assessment
- Universal design for learning and understanding by design
- Integrated project-based learning
- Physical restraint policy and de-escalation procedures
- Harassment and bullying prevention
- Search and seizure/drug awareness
- Classroom and behavior management
- English Language Learning
- DCAP
- Data analysis
- MCAS
- Special education policy and procedures
- Confidentiality
- Counseling services
- Building-based support team process
- 504 policy and procedures
- Homeless education & foster care
- Transgender and gender non-conforming awareness
- Alice training

Classroom Characteristics Supporting Curriculum:

- Homework Help Club after school in the library from 2:15-3:15 (Monday-Thursday)
- Teachers available before and after school for assistance
- Parents/families are contacted when a student's grade falls below a 70
- Summer program for students in need of MCAS remediation (contingent on grant funding)
- Credit recovery program
- Content recovery program
- Bilingual paraprofessionals for Level 1 and 2 ELL students
- Paraprofessionals in content area classes (IEP only)
- Writing assignments with open response format in vocational and academic settings
- Educational Proficiency Plans (EPP) for students not meeting the competency determination of the ELA, Mathematics, and Science MCAS
- Home and hospital tutoring as needed
- Retakes of assessments (except final/trimester exams) for grades below 70%, focused on content that was incorrect. Students must first meet for a 'help session' after school with the instructor.
- Class late work policies are clearly displayed for all students to see and are included in the class syllabus.

Parental/Guardian Involvement:

- Communication with parents/guardians by means of report cards, deficiency reports, emails, phone calls etc.
- Student Assistant Team (STAT)
- Rediker parent/guardian portal access with on-line viewing of active grade books and assignments.
- School Council
- Event calendar to allow for increased participation in school programs and events on school website
- Open House held annually
- PTO Meetings
- IEP and 504 team meetings
- Yearly orientation for parents and incoming students
- Google classroom

Technology that will facilitate student learning:

- 1:1 device accessible during the school day
- Adequate computer access
- Ongoing staff development to increase knowledge of technology
- Maintain shop technology according to industry standards
- Assistive technology
- Edwin analytics training to staff
- GCN trainings

- Google classroom

Personnel Resources: Providing specific consulting, support, and/or intervention in the regular education setting

Administrative Team made up of the Principal, Assistant Principal, Student Services, Director of Academics, Director of Career and Technical Education, and Athletic/Co-op Director:

- Articulation and modeling of the school's vision, mission, and principles
- Daily supervision of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program
- Supervision and evaluation of staff
- Promotes and facilitates teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents/guardians and community agencies to foster understanding and solicit support for overall school objectives and programs
- Assists with establishing and maintaining an effective learning climate in the school
- Assists in the development, revision, and monitoring of the instructional program
- Assist teachers in improvement of classroom performance
- Develops standards of conduct and action conducive to the effective operation of the school
- Leads the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

Director of Academics/Director of Career and Technical Education:

- Assist principal with curriculum and instruction oversight
- Provide professional development with curriculum implementation and modifications
- Analysis of student achievement data
- Curriculum resource acquisition and allocation
- MCAS remediation plans
- Assist with MCAS goals and school improvement goals
- Cooperative employment opportunities
- Articulation agreements

Departmental Teams:

- Review of MCAS and other performance data
- Conduct discussions of curriculum and instructional accommodations for student needs

Special Education Teachers:

- Direct services for identified students

- Consultation for curriculum accommodations of informal and formal assessments
- Oversee paraprofessional support

ESL/ELL Teachers:

- Direct services for identified students
- Consultation for curriculum accommodations of informal and formal assessments
- Oversee paraprofessional support

Librarian/Media Specialist:

- Consults and assists teachers regarding the resources and materials available to supplement instructional programs
- Supports teachers and students in the instructional programs

School Psychologist:

- Consultation and support to teachers, parents/guardians, and students on academic, behavioral or social issues
- Consults and assists teachers with classroom management techniques, students' behavior, and academic performance
- Visits classrooms to observe student interaction in a classroom setting

School and Adjustment Counselors:

- Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
- Works with students on their overall educational plan
- Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
- Talks with parents/guardians when necessary
- Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
- Serves as a liaison between homes, schools, and social/community guidelines
- Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents/guardians, and the community and identifies strengths that enhance student growth, dual enrollment, cooperative education, and articulation agreements.

School Nurse:

- Implements state-mandated programs such as immunization surveillance and screening programs
- Interprets and manages school health policy
- Develops Individual nursing care plans and emergency plans
- Direct service to students

- Communication and consultation to staff
- Communication and consultation with parents/guardians, health care providers, and the community

Instructional Support Interventions

Individual support interventions include ways that teaching strategies, student responses, teaching environment or materials can be modified in order for the student to be successful at SVAHS. This list represents suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Instruction: Instructions and information techniques

- Differentiate instruction and assignments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, reading tests, and take-home tests
- Repeat or re-teach concepts with alternative methods or viewpoints
- Varied forms of presentation: posters, models, manipulatives, small and whole group
- Hands-on activities: multimodal presentation of materials, new concepts introduced via concrete demo, provide model of new skills
- Teach students to use graphic organizers, checklists and/or reference sheets.
- Access to peer or teacher class notes
- Break down tasks into manageable steps
- Provide daily schedule and/or agenda
- Guided reading/read aloud and audiobooks
- Pre-teaching vocabulary, context, and time periods
- Utilize technology
- Leveled reading (Newsela)

Assignments/Tests: Completion of assignments, projects or tests/exams.

- Arrange partner or small group instruction
- Provide cueing and “wait time” to encourage participation
- Frequent progress monitoring and feedback to students on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, websites, and resources for homework support
- Provide study guides
- Utilize technology and computer assisted instruction including text to speech
- Allow the use of word processing for assignments and assessments
- Allow reduced quantity: homework, classwork, tests/exams
- Utilize peer buddy systems for study groups or homework check-ins
- Provide strategies to parents/guardians to support homework completion

- Retakes of assessments (except final/trimester exams) for grades below 70%, focused on content that was incorrect. Students must first meet for a 'help session' after school with the instructor.

Setting: Environment where a student works.

- Provide preferential seating/flexible seating arrangements and standing desks
- Allow student to take tests/exams in back of room

Timing: The time to complete a task.

- Student allowed to take short break
- Allow student to retake tests/exams

Behavior:

- Post classroom expectations in view of all students
- Adjust classroom management strategies
- Arrange seating to prevent behavioral difficulties
- Teacher conference with student
- Utilize charts and graphs to monitor expectations
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Incorporate incentives and reward systems, including student graphing of own progress
- Contact parents/guardian to facilitate support, strategies, and communication
- Classroom interventions by guidance counselor
- Consult with school psychologist, guidance counselor, special education staff
- Clear expectations regarding behavior and consistent enforcement

Smith Vocational and Agricultural High School District-Wide Student Success Plan

1. How will the district identify students at all grade levels that have scored below proficiency on the MCAS?

Smith Vocational and Agricultural High School will use results from:

- Grade 8 MCAS test results
- Grade 10 MCAS results
- Grade 10 MCAS retest results
- Department issued assessments

2. How will the district analyze assessment data to identify individual student's strengths, weaknesses and learning gaps?

- Recommendations from sending school's guidance counselors
- Department Heads in English Language Arts, Science, and Mathematics programs will conduct the grade 10 MCAS item analysis to determine student's strengths, weaknesses, and learning gaps
- Special education/504 review process
- Edwin analysis will be used to identify strengths and weaknesses in curriculum framework standards for student's not meeting competency standards on MCAS which will be disseminated to teachers
- Student Attendance Data

3. How will the district formulate and document plans for aiding individual students based on an analysis of the student's assessment results?

- Career Plans
- STAT forms
- IEPs and 504 Plans

4. How will the district provide instructional and support strategies tied to specific identified areas of weakness using expanded or adapted school-day programming, extended school-day and school-year programs and other related school and community programs and services?

- The District offers a remediation program for students in need of remediation in certain areas.
- Professional development opportunities are ongoing. Teachers will participate in professional development to increase instructional practice and strategies for integrating subject content and test taking skills that are MCAS specific.
- We will continue to provide remediation services in existing programs based on individual needs, e.g. special education

- Students not attaining MCAS competency will be offered individualized MCAS remediation
- Interagency collaboration
- Counseling services

5. How will the district communicate with parents/guardians, students and teachers regarding the services and supports offered to students who have scored below proficiency on the MCAS?

- Students who have not attained proficiency will be placed on Educational Proficiency Plans (EPP). The school counselors will be the primary advisors to students on these plans. Parents/Guardians will be notified of EPPs.
- Parents/Guardians will be informed of their child's MCAS results
- Parents/Guardians will be notified verbally or in writing of EPP recommendations and any additional remediation programs available through state funding

6. How will the district evaluate the effectiveness of its district-wide Student Success Plan and modify its strategies and offerings to encourage and support its students to meet MCAS requirement and successfully complete high school?

- Grade 10 MCAS and retest results
- School Council will be presented with the DCAP and conduct an annual evaluation. Recommendations for improvement will be made in partnership with the Director of Academics.