

- **Appropriate requirements for homework (see Ashland's homework policy which will be developed by December 2011).**
 - **Simulations, role playing and other instructional games.**
 - **Partner activities and pair/share learning**
 - **Graphic organizers and other tools that address multiple modalities of information delivery.**
 - **Research and project-based learning**
 - **2.5 hours of literacy instruction for primary students and 2 hours per day of literacy instruction for intermediate students with centers, guided reading, shared reading, shared and independent writing, independent reading with emphasis on word study, word wall, phonics, phonemic awareness, vocabulary development, comprehension and fluency-print rich environment.**
 - **Writing to learn, to demonstrate learning and for real world purposes every day.**
 - **At least 60 minutes of math instruction per day to include each area of the core content, use of manipulatives and developmental^ appropriate activities to include Math Tiles/Versi-tiles etc.**
 - **Appropriate daily instructional blocks for science, social studies, practical living/vocational studies and arts and humanities.**
 - **Summative assessment that mirrors the state testing to include multiple choice, short answer, open response, on-demand writing, mechanics, editing, and projects and performances that lead to higher order thinking.**
 - **Incremental assessments to include quick checks of information learned, reflection journals, exit-slips, or any other way to assure students grasped the object for the day.**
- 19. Display student work that denotes standards**
- 20. Clear benchmarks for quality work that students understand and can self assess from.**
- A safe and orderly environment that promotes learning in a risk free classroom is conducive to learning (see discipline policy).**

Parents and community members shall be involved in our committees that write curriculum and instruction policy and will be invited to participate in all activities involving monitoring and revising curriculum.

- As needed, assign mentor teachers to those needing assistance in following the curriculum and instructional practices.
- Review lesson plans and curriculum copies regularly.
- Coordinate with the district consistency efforts
- Convene a yearly staff meeting to monitor the curriculum taught, addressing any gaps in core content delivery and revising for the next year.

Textbooks(on state adoption cycle or as needed) will be determined by thorough staff examination and buy-in after a review of our students achievement needs, discussion of best practices strategies, brain research and learning styles theories. An ad hoc committee, a vertical team of representative from each grade, will be assigned fact-finding duties to include reviewing current state adopted texts, working with their grade level teams to determine strengths and weaknesses and leading a staff meeting to determine the best decisions for Ashland. The Curriculum Representative for that subject will lead the ad hoc committee. The Representative will work with the Principal to finalize a report and recommendation for council and see that the materials are ordered for the beginning of the following school year.

Instructional practices that shall be limited include:

- Absorbing instructional time with lengthy videos/DVD that have little or no bearings on the standards (see district movie policy) or where portions of a video/DVD could be better utilized to make an instructional point.
- Extensive use of worksheets or workbooks that do not engage students in active, engaging learning in a rigorous, standards-based environment.
- Extensive lecture or whole class teaching regardless of student levels of performance.

Instructional practices that shall be promoted include but will not be limited to:

- Activating students' prior knowledge through some type of engaging review of prior concepts.
- Cooperative learning.
- Individualized learning based on student need, including differentiation of instruction, assignments and /or assessments.
- Student discussion or debates.
- Computer assisted instruction
- Tutoring, ESS.
- Mastery learning concepts

ASHLAND ELEMENTARY SCHOOL

CURRICULUM and INSTRUCTION POLICY

Purpose: To serve in implementation of all curriculum and instructional practices focused on monitoring and revising practices yearly. Included will be the Common Core State Standards, Program of Studies, Core Content for Assessment, and the district Curriculum Map. This policy concerns curriculum and instruction to be delivered to all students regardless of their disabling conditions, race, gender, or other barriers.

Curriculum shall be defined as "what is to be taught at each grade level" and **Instruction** or **Instructional Practices** shall be the delivery methods endorsed by the staff and best practice professionals outside Ashland which produce documented student achievement results for all populations.

Ashland is committed to using the long range plans with revisions to be made on a yearly basis driven by multiple sources of student achievement data. This includes the Common core Standards, reflecting the connection as among Federal standards-based documents. Instruction will be delivered through age and developmentally appropriate strategies and techniques emphasizing engaged student learning in an active mode. Continued use of hands-on manipulatives and learning centers will be used to promote higher order thinking.

Curriculum will include real life connections and career information to help children begin to envision a future. It shall be challenging and address the common academic core for all students demanding problem solving and higher order thinking from all students.

Instruction will address the learning needs of each student while maintaining high expectations for all.

Teachers will:

- Post the targets in literacy and math in their classrooms and keep the relevant portion of the curriculum document with their lesson plans.
- Note the date each standard is taught. Note any aspects of the curriculum that need to be addressed in the future for clarification or improvement.
- Discuss these findings during collaborative meetings.

The Principal or designee will:

- Inform parents at the beginning of the school year through the Ashland website, or a hard copy upon request, what math and reading targets their child will be learning that year.
- Meet with new teachers to review the expectations for their grade level.