

DIXIE MAGNET ELEMENTARY SCHOOL PRIMARY POLICY

ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

Appropriate reading and math assessments are given at least three times a year to all students to identify student strengths and weaknesses and plan instructional strategies. This data is also used to identify students for intervention services.

IMPLEMENTATION OF CRITICAL ATTRIBUTES

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

1. Common Aligned Curriculum – The curriculum is based on the Common Core Standards for College and Career Readiness.
2. Developmentally Appropriate Practices – Instructional practices address the physical, aesthetic, cognitive, emotional and social domains of young children and permit them to progress according to their unique learning needs.
 - Highly effective instruction is research-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.
 - The district and school assessment plan will be used to evaluate student need for formal instructional intervention including RtI.
3. Authentic Assessment – Formative assessment occurs continually throughout the daily lesson and unit. These assessments are aligned with daily learning targets and can be documented through a variety of methods.
 - Monitoring of formative assessment data provides information about individual student learning needs and informs instructional practices.
4. Multi-Ability Classrooms – Flexible grouping and regrouping of children in order to meet their learning needs.
 - Students will be placed with instructional groups based on learning needs. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.
5. Qualitative Reporting Methods – Growth and development of the child is communicated through a variety of home-school communications including Standards Based Report Cards four times a year and a variety of assessment data.
6. Professional Teamwork – Collaborative planning occurs vertically and across grade levels.
 - Grade level teams collaborate on backwards planning of units of instruction as well as the analysis of student work to evaluate and determine instructional practices.

- Vertically aligned teams meet to revise and update Program Reviews and SBDM policies.
 - Intervention teams meet regularly with all stakeholders to monitor, analyze and discuss the academic and behavior needs of students and work together to address those needs.
7. Parent Participation – Productive relationships between the school and home enhance communication, increase involvement and impact student learning.

BENCHMARKS FOR PRIMARY PROGRAM

Benchmarks are set by Common Core State Standards as well as the district and school assessment plans.

PRINCIPAL ROLE

The Principal will:

- Monitor the use of the critical attributes in primary classrooms and provide feedback.
- Provide K-3 teachers access to job-embedded professional development that supports research-based practices.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 3/14/11

Date Reviewed or Revised: 6/5/14

Date Reviewed or Revised: 5/9/16