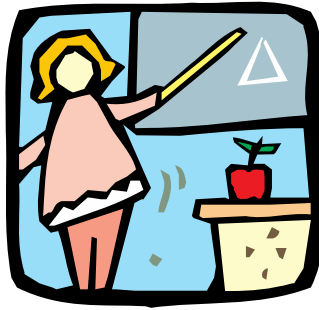


## KINDERGARTEN-THIRD GRADE/PRIMARY POLICY



### **ASSESSMENT OF INDIVIDUAL STUDENT NEEDS**

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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**

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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) 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 principal (or designee), in collaboration with parents, teachers, and district staff, will establish a process for evaluating student need for formal instructional intervention (RTI). The principal will share the checklist with the SPS committee and ask for feedback before finalizing the process.

**2) Authentic assessment** — assessments occur continually and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.

- Progress monitoring data provides information about individual student learning needs and instruction is adjusted based on that data.

**3) Multiage and multi-ability classrooms** — flexible grouping and regrouping of children of different age and ability in order to meet their learning needs

- Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.

**4) Qualitative reporting methods** — growth and development of the child is communicated through a variety of home-school communications which share student progress through the years in the primary program.

**5) Professional teamwork**— the professional staff communicates and works as a PLC to use a variety of instructional approaches, that address the 4 big questions.

1. What do we expect our students to learn?
  2. How will we know when they have learned it?
  3. How will we respond when they haven't?
  4. How will we respond when they have?
- Intervention team members meet to discuss academic and behavioral needs of students and work together to adequately address those needs.

**6) Positive parent involvement** —productive relationships between the school and home that enhance communication, promote understanding and increase opportunities for children to be successful.

## **PRINCIPAL ROLE**

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The principal (or designee) 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 K-3 practices.

## **POLICY EVALUATION**

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

Date Adopted: 6/15/16

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials J.J.J.

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

### **NOTES ON USING THIS POLICY**

#### **STATE LAW ON THE ROLE OF THE COUNCIL**

Kentucky's law on the primary program is KRS 158.031, and section (4) says:

“ Each school council or, if none exists, the school shall determine the organization of its ungraded primary program including the extent to which multiage groups are necessary to implement the critical attributes based on the critical attributes and meeting individual student needs.”

This policy is consistent with the 2012 K-3 Program Review proficient characteristics. Review.