



ELEMENTARY CURRICULUM OVERVIEW

BH Bloomfield Hills
S c h o o l s

Bloomfield Hills Schools

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Welcome to the Bloomfield Hills Schools

This handbook provides families and community members with an overview of the current DK-5 learning experience in Bloomfield Hills Schools. Curriculum, instructional resources, assessment practices, and student supports continue to evolve as standards, research, legislation, and district priorities change. Families should use this handbook as a guide and connect with their school for the most current grade-level information.

Bloomfield Hills Schools is committed to a comprehensive, rigorous, and joyful elementary experience in which students build strong academic foundations, develop curiosity and confidence, and grow as members of a caring learning community. We value partnership with families and believe students thrive when school and home work together.

Bloomfield Hills Schools provides equitable, caring, and safe learning environments where students are encouraged to be intellectually curious and academically ambitious. Our classrooms emphasize belonging, inquiry, student agency, high-quality core instruction, responsive supports, and meaningful use of technology and community resources. We strive for every student to grow toward their highest aspirations.

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DK-5 Elementary Experiences: Conant, Eastover, Lone Pine, Way

Conant Elementary: Principal Sarah Smith-Conlan

4100 West, Quarton Rd, Bloomfield Hills, MI 48302 248-341-7000

Eastover Elementary: Principal Jeff Brown, Associate Principal Paige Hill

2800 Kensington Road, Bloomfield Hills, MI 48304 248.341-7100

Lone Pine Elementary: Principal Radhika Issac

2601 Lone Pine Rd, West Bloomfield Township, MI 48323 248.341-7300

Way Elementary: Principal Jenny Rossi

765 W Long Lake Rd, Bloomfield Twp, MI 48302 248.341-7800

Elementary Overview

- Each of our elementary schools are in session from 9:05-4:00 with both before and after school care available as well as transportation for students in designated distances from school.
- Students may select a hot or cold lunch provided at school or bring lunch from home and experience a daily outdoor recess.
- Class sizes vary by enrollment and staffing, and the district strives to maintain learning environments that support strong relationships, responsive instruction, and student engagement.
- Regular opportunities to learn beyond the classroom are encouraged through experiential learning on campus and district field experiences connected to the Farm & Nature Center and our partnership with Oakland County Parks. Beginning in 2026-27, elementary Farm & Nature Center experiences are designed as focused two-hour visits connected to science and social studies learning.
- Classroom communities are built intentionally through relationship-centered routines, including Capturing Kids' Hearts practices, class meetings, collaborative problem solving, and opportunities for students to develop belonging, responsibility, and care for the larger learning community.
- Harvard Project Zero thinking routines and International Baccalaureate Primary Years Programme practices continue to inform our approach to inquiry, conceptual understanding, student agency, reflection, and transdisciplinary learning across the elementary experience.
- Learning experiences across the day occur in whole group, small group, and individual settings. Our staff uses a responsive approach to meeting the needs of each individual in the classroom.
- Teachers use multiple sources of evidence to understand student learning and plan next steps. These include daily formative assessment, curriculum-embedded tasks, classroom work, and i-Ready Reading and Mathematics diagnostics administered across the year. Data are used to strengthen core instruction, plan small-group support, and identify opportunities for intervention or extension.
- Report cards are issued in January and June of each school year and are just one snapshot of a child's learning.
- Open communication is the best way to assure a strong home/school partnership. We encourage families to stay connected with their child's teacher and building staff.

Grades DK - 5 **SAMPLE** Daily Learning Schedule

Community & Connection	Relationship-building routines, Capturing Kids' Hearts practices, morning connection, goal setting, and classroom community.
Mathematics <i>approximately 60 minutes</i>	Bridges in Mathematics supports problem solving, number sense, computational fluency, visual models, mathematical discourse, and daily mathematical routines.
Movement for Focus	Students may have a quick stretch or learning game in their classroom or may move to playgrounds for physical and/or social engagement
Literacy: Foundational Skills & Knowledge Building <i>approximately 90-120 minutes</i>	The K-5 literacy block combines 95 Core explicit foundational skills instruction with Great Minds Arts & Letters knowledge-building literacy. Students develop phonemic awareness, phonics, decoding, encoding, word study, fluency, vocabulary, comprehension, discussion, writing, and background knowledge. Heggerty supports phonemic awareness in the primary grades, while Geodes and Volume of Reading expand access to decodable and authentic texts.
Unified Arts /Co-Curricular Classes <i>30-60 minutes</i>	Art, Physical Education, Media, Music, Spanish, STEAM
Lunch/Recess	
Intervention / Extension / WIN <i>varies by building schedule</i>	Flexible, data-informed time may be used for targeted small-group support, intervention, enrichment, independent reading, or extension without replacing access to grade-level core instruction. Writing instruction is integrated within Arts & Letters and across the curriculum.
Science <i>varies by grade and unit</i>	Students investigate life, earth/space, and physical science through inquiry, modeling, evidence, and hands-on experiences. Grades 3-5 implement FOSS Science (Nov 2026); DK-2 science programming remains consistent.
Movement for Focus	Students may have a quick stretch or learning game in their classroom or may move to playgrounds for physical and/or social engagement
Social Studies <i>varies by grade and unit</i>	Students study history, geography, civics/government, and economics through inquiry, disciplinary literacy, perspective taking, evidence, and responsible civic action.
Closing	Learning Reflection & End of Day Routines

Elementary Curriculum Descriptions & Current Instructional Resources

Developmental Kindergarten

Conant, Eastover, Lone Pine, and Way Elementary

Developmental Kindergarten provides a play-rich, relationship-centered bridge into the elementary experience. Students build oral language, phonological awareness, letter-sound knowledge, early decoding and writing behaviors through explicit foundational literacy instruction, read-alouds, songs, conversation, drawing, dictation, and beginning writing. Knowledge-building experiences connect literacy, science, social studies, and play. In mathematics, students develop counting, quantity, comparison, shapes, patterns, measurement, and early addition/subtraction concepts through hands-on problem solving. The program prepares students academically, socially, and emotionally for Kindergarten the following year.

Bridges in Mathematics	Key Grade-Level Focus
- Recognizing Numbers 0 to 5 - Compare Numbers 0 to 5 - Numbers 6 to 10 - Compare Numbers 0 to 10 - Classify and Count Data	- Understand Addition - Understand Subtraction - Count Numbers to 20 - Count Numbers to 50 - Identify and Describe Shapes - Analyze, Compare, and Create Shapes - Describe and Compare Measurable Attributes

Knowledge-Building Literacy	Foundational Skills & Reading Application
- Knowledge-building texts and discussion - Oral language, vocabulary, comprehension, and early reading behaviors	- Foundational skills: phonemic awareness, phonics, decoding, encoding, and fluency - Authentic and informational text reading; knowledge building - Independent reading, rereading, and reading choice

Writing & Composition	Writing Application & Independence
- Drawing, dictation, sentence development, and early composition - Writing from experience, labels, and sentence development	- Writing clearly for an audience - Opinion writing with reasons - Informational writing and knowledge building

Science	Social Studies
<i>Science concepts are explored through observation, questioning, modeling, hands-on investigation, play, and connections to literacy.</i>	
- Plant and Animal Needs - Weather and Seasons	- Who am I and where do I live? (History) - How Do I Get Along With Others? (Civics and Government) - How do we help each other get what we need? (Economics)

Kindergarten

Kindergarten students build the foundations for confident reading, writing, mathematics, inquiry, and collaboration. Literacy combines explicit instruction in phonemic awareness, phonics, decoding, encoding, handwriting, and fluency with Arts & Letters knowledge-building experiences, rich read-alouds, vocabulary, discussion, and beginning composition. Students read and listen to a growing range of texts, including decodables, and write through drawing, dictation, labels, sentences, and short pieces. In Bridges Mathematics, students develop counting, quantity, number relationships, addition/subtraction concepts, measurement, data, and geometry through visual models, routines, and problem solving.

Bridges in Mathematics	Key Grade-Level Focus
- Numbers 0 to 5 - Compare Numbers 0 to 5 - Numbers 6 to 10 - Compare Numbers 0 to 10 - Classify and Count Data - Understand Addition - Understand Subtraction	- More Addition and Subtraction - Count Numbers to 20 - Compose and Decompose Numbers 11 to 19 - Count Numbers to 100 - Identify and Describe Shapes - Analyze, Compare, and Create Shapes - Describe and Compare Measurable Attributes

Knowledge-Building Literacy	Foundational Skills & Reading Application
- Arts & Letters knowledge-building texts and discussion - Oral language, vocabulary, comprehension, and early reading behaviors 95 Core foundational skills: phonemic awareness, phonics, decoding, encoding, and fluency	- Fluency, stamina, and comprehension with increasingly complex text - Independent reading habits and application - Authentic and informational text reading; knowledge building - Independent reading, rereading, and reading choice

Writing & Composition	Writing Application & Independence
- Drawing, dictation, sentence development, and early composition - Writing from experience, labels, and sentence development - Writing clearly for an audience	- Informational / explanatory writing - Opinion writing with reasons - Informational writing and knowledge building

Science	Social Studies
<i>Science concepts are explored through observation, questioning, modeling, hands-on investigation, play, and connections to literacy.</i>	
- Plant and Animal Needs - Weather and Seasons - Forces and Engineering	- Who am I and where do I live? (History) - How Do I Get Along With Others? (Civics and Government) - Where do I live and how do I meet my needs and wants? (Geography and Economics) - How do we help each other get what we need? (Economics)

First Grade

First-grade students continue developing accurate, automatic word reading and strong language comprehension. The 95 Core Skills Block provides explicit phonics, decoding, encoding, word study, and fluency instruction, while Arts & Letters builds vocabulary, background knowledge, comprehension, discussion, and writing through connected texts and topics. Students use decodable and authentic texts, including Geodes and Volume of Reading selections, as they become increasingly independent readers.

First-grade writers strengthen handwriting, spelling, sentence construction, organization, and use of details across narrative, informational, and opinion writing. Writing is taught within and alongside Arts & Letters so students write in response to knowledge and texts as well as from their own experiences. In Bridges Mathematics, students develop addition and subtraction strategies and fluency within 20, place value, measurement, time, data, geometry, and equal-share concepts through problem solving and mathematical discourse.

Bridges in Mathematics	Key Grade-Level Focus
- Solve Addition and Subtraction Problems to 10 - Fluently Add and Subtract Within 10 - Addition Facts to 20: Use Strategies - Subtraction Facts to 20: Use Strategies - Work with Addition and Subtraction Equations - Represent and Interpret Data - Extend the Counting Sequence - Understand Place Value	- Compare Two-Digit Numbers - Use Models and Strategies to Add Tens and Ones - Use Models and Strategies to Subtract Tens - Measure Lengths - Time - Reason with Shapes and Their Attributes - Equal Shares of Circles and Rectangles

Knowledge-Building Literacy	Foundational Skills & Reading Application
- Independent reading and volume - Fluency, comprehension, and reading routines 95 Core phonics, word study, spelling, and morphology	- Arts & Letters knowledge-building informational reading - Fluency, word recognition, and comprehension application - Literary comprehension, characters, and text evidence - Informational comprehension and independent reading

Writing & Composition	Writing Application & Independence
- Narrative writing with sequence and detail - Informational / explanatory writing - Opinion writing with reasons	- Informational writing and organization - Opinion writing with evidence - Narrative writing and craft - Independent writing and reflection

Science	Social Studies
<i>Science concepts are explored through observation, questioning, modeling, hands-on investigation, play, and connections to literacy.</i>	
- Plant and Animal Survival - Sun, Moon, and Stars - Light and Sound	- Why are families and schools important? (History) - How do citizens shape a community? (Civics and Government) - How does where we live affect how we live? (Geography) - How do families meet their wants and needs where they live? (Economics) - How do place and time connect our past to the present? (History)

Second Grade

Second-grade students strengthen reading fluency, decoding, spelling, vocabulary, and comprehension while reading increasingly complex fiction and informational texts. The 95 Core Skills Block continues explicit foundational skills instruction, and Arts & Letters develops knowledge, language, discussion, text analysis, and writing. Students use authentic and decodable texts, including Geodes as appropriate, and grow as independent readers and writers. In Bridges Mathematics, students deepen addition/subtraction fluency and strategies, place value to 1,000, problem solving, measurement, time, money, data, geometry, and foundations for multiplication through equal groups.

Bridges in Mathematics	Key Grade-Level Focus
- Fluently Add and Subtract Within 20 - Work with Equal Groups - Add Within 100 Using Strategies - Fluently Add Within 100 - Subtract Within 100 Using Strategies - Fluently Subtract Within 100 - More Solving Problems Involving Addition and Subtraction - Work with Time and Money	- Numbers to 1,000 - Add Within 1,000 Using Models and Strategies - Subtract Within 1,000 Using Models and Strategies - Measuring Length - More Addition, Subtraction, and Length - Graphs and Data - Shapes and Their Attributes

Knowledge-Building Literacy	Foundational Skills & Reading Application
- Literary comprehension, characters, and text evidence 95 Core decoding, word analysis, spelling, and fluency - Fluency, stamina, and comprehension - Knowledge-building informational reading and vocabulary	- Knowledge-building informational reading and vocabulary - Fluency, stamina, and comprehension with increasingly complex text - Collaborative reading and discussion - Informational comprehension and independent reading

Writing & Composition	Writing Application & Independence
- Narrative writing and elaboration - Language, craft, and sentence fluency - Informational / explanatory and research writing	- Informational / explanatory and research writing - Revision, craft, and elaboration - Evidence-based response to text - Research and knowledge-based writing

Science	Social Studies
<i>Science concepts are explored through observation, questioning, modeling, hands-on investigation, play, and connections to literacy.</i>	
- Animal Biodiversity - Plant Adaptations - Erosion & Earth's Surface - Properties & Phases of Matter	- What makes a place a community and why do people live there? (Geography) - Why is the past worth preserving? (History) Pocketful of History - Where is my community and how is it affected by the environment? (Geography) - How do citizens live together in a community? (Civics and Government) - How do the economic choices people make impact their community? (Economics) - How can citizens solve problems in their community? (Public Discourse, Decision Making, and Civic Participation)

Third Grade

Third-grade students transition toward greater independence while continuing explicit support in word recognition, fluency, vocabulary, comprehension, and written expression. Arts & Letters builds knowledge through coherent topics, rich texts, academic discussion, and writing from evidence; the 95 Core Skills Block continues targeted foundational skills and word study. Students read widely through classroom texts, Volume of Reading, and Geodes where appropriate. In Bridges Mathematics, students develop multiplication and division concepts and fluency, multi-digit addition/subtraction, fractions, area and perimeter, measurement, data, and geometry. FOSS Science introduces consistent, phenomena-driven, hands-on investigations in grades 3-5.

Bridges in Mathematics	Key Grade-Level Focus
- Understand Multiplication and Division of Whole Numbers - Multiplication Facts: Use Patterns - Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8 - Use Multiplication to Divide: Division Facts - Fluently Multiply and Divide Within 100 - Connect Area to Multiplication and Addition - Represent and Interpret Data - Use Strategies and Properties to Add and Subtract	- Fluently Add and Subtract Within 1,000 - Multiply by Multiples of 10 - Use Operations with Whole Numbers to Solve Problems - Understand Fractions as Numbers - Fraction Equivalence and Comparison - Solve Time, Capacity, and Mass Problems - Attributes of Two-Dimensional Shapes - Solve Perimeter Problems
Knowledge-Building Literacy	Foundational Skills & Reading Application
- Independent reading and Volume of Reading - Main ideas, text structure, and knowledge building - Word study, fluency, and comprehension application - Literary analysis, inference, and discussion	- Literary analysis, inference, and discussion - Research, informational reading, and knowledge building - Perspective, evidence, and discussion across texts - Reading across content areas and knowledge building
Writing & Composition	Writing Application & Independence
- Narrative writing and craft - Language, craft, and sentence fluency - Informational / explanatory and research writing	- Literary analysis and evidence-based writing - Research and source-based writing - Evidence-based writing from texts and research - Writing across content areas using knowledge and evidence
Science	Social Studies
- FOSS Science: phenomena-driven, hands-on investigations - Life science, survival, and heredity - Weather and climate - Forces, motion, and magnets	- How does the geography of Michigan affect how people live? (Geography) - How has Michigan's past shaped the present? (History) - Are cars the only good or service that "drives" the economy in Michigan? (Economics) - How has Michigan grown over time? (History, Economics, and Geography) - How does the government in Michigan work to meet the needs of citizens? (Civics and Government) - Explore public issues in Michigan that influence the daily lives of its citizens. (Public Discourse, Decision Making, and Civic Participation)

Fourth Grade

Fourth-grade students deepen comprehension, vocabulary, knowledge, and written analysis through Arts & Letters, with increasing emphasis on evidence, synthesis, discussion, research, and sustained writing. The 95 Core Skills Block supports advanced word study, morphology, spelling, and fluency as students encounter increasingly complex texts. Independent reading and Volume of Reading extend choice and application. In Bridges Mathematics, students strengthen multi-digit operations, factors and multiples, fraction equivalence and operations, decimals, measurement, data, patterns, angles, and geometry. FOSS Science supports hands-on, three-dimensional investigations built around phenomena and evidence.

Bridges in Mathematics	Key Grade-Level Focus
• Generalize Place Value Understanding • Fluently Add and Subtract Multi-Digit Whole Numbers • Use Strategies and Properties to Multiply by 1-Digit Numbers • Use Strategies and Properties to Multiply by 2-Digit Numbers • Use Strategies and Properties to Divide by 1-Digit Numbers • Use Operations with Whole Numbers to Solve Problems • Factors and Multiples • Extend Understanding of Fraction Equivalence and Ordering	• Understanding Addition and Subtraction of Fractions • Extend Multiplication Concepts to Fractions • Represent and Interpret Data on Line Plots • Understand and Compare Decimals • Measurement: Find Equivalence in Units of Measure • Algebra: Generate and Analyze Patterns • Geometric Measurement: Understand Concepts of Angles and Angle Measurement • Lines, Angles, and Shapes
Knowledge-Building Literacy	Foundational Skills & Reading Application
• Literary analysis, inference, and text evidence • Informational reading, vocabulary, and knowledge building • Synthesis, main ideas, and evidence • Reading across content areas using disciplinary literacy	• Reading across content areas using disciplinary literacy • Collaborative reading, history, and perspective • Perspective, evidence, and critical reading
Writing & Composition	Writing Application & Independence
• Narrative writing and craft • Opinion / argument writing with evidence • Literary analysis and evidence • Research and content-area writing	• Research and content-area writing • Narrative writing informed by history • Multimodal composition and storytelling
Science	Social Studies
• FOSS Science: Earth systems and changing land • Energy, waves, and communication • Structure, function, senses, and systems • FOSS Science: phenomena-driven, hands-on investigations	• Why do social scientists study people and places? (Disciplinary Literacy in SS and Foundations of SS) • Why do people create governments? (Government and Civics) • How is the past connected to the present in Michigan? (History) • How does where people live affect how they live? (Geography) • How and why are places, goods, services, and people connected with one another? (Economics) • Explore public policy issues, analyze various perspectives, and generate possible resolutions. (Public Discourse, Decision Making, and Civic Participation)

Fifth Grade

Fifth-grade students prepare for the transition to middle school by reading, discussing, and writing about increasingly complex ideas and texts. Arts & Letters builds knowledge, vocabulary, comprehension, analysis, research, and evidence-based writing, while 95 Core continues word study, morphology, spelling, and fluency support. Students sustain independent reading and apply strategies across content areas. In Bridges Mathematics, students extend multi-digit operations, decimal and fraction operations, numerical expressions, patterns, volume, measurement, data, coordinate graphing, and geometry. FOSS Science provides phenomena-driven investigations that emphasize modeling, evidence, scientific explanation, and hands-on learning.

Bridges in Mathematics	Key Grade-Level Focus
• Understand Place Value • Add and Subtract Decimals to Hundredths • Fluently Multiply Multi-Digit Whole Numbers • Use Models and Strategies to Multiply Decimals • Use Models and Strategies to Divide Whole Numbers • Use Models and Strategies to Divide Decimals • Use Equivalent Fractions to Add and Subtract Fractions • Apply Understanding of Multiplication to Multiply Fractions	• Apply Understanding of Division to Divide Fractions • Understand Volume Concepts • Convert Measurements • Represent and Interpret Data • Write and Interpret Numerical Expressions • Graph Points on the Coordinate Plane • Algebra: Analyze Patterns and Relationships • Geometric Measurement: Classify Two-Dimensional Figures
Knowledge-Building Literacy	Foundational Skills & Reading Application
• Independent reading and Volume of Reading • Complex informational texts and vocabulary • Theme, inference, and evidence • Research, source evaluation, and argument	• Research, source evaluation, and argument • Complex literary text, theme, and symbolism • Disciplinary literacy and knowledge building across content areas
Writing & Composition	Writing Application & Independence
• Narrative writing with developed craft • Informational writing, research, and audience • Literary analysis and evidence • Argument writing with evidence and sources	• Argument writing with evidence and sources • Narrative and multimodal composition • Research reports and source-based writing • Revision, synthesis, and independent writing
Science	Social Studies
• FOSS Science: ecosystems, matter, and energy • Earth and space systems • FOSS Science: phenomena-driven, hands-on investigations • Properties of matter and chemical interactions	• What was life like in North America and Africa before European exploration? (History and Geography) • Three Worlds Meet (History and Economics) • What role did geography play in the colonial settlement pattern? (Geography and Economics) • Life in Colonial America (History and Economics) • Road to the Revolution (History/Government) • The American Revolution (History, Government, and Economics) • A New Nation (History, Government, and Economics)

Special Education Supports

In addition to the grade-level curriculum described above, the following applies to students with Individualized Education Programs (IEPs) and students receiving services under Section 504:

Bloomfield Hills Schools is committed to providing a free appropriate public education (FAPE) for students with disabilities in accordance with federal and state requirements. IEP and Section 504 teams identify accommodations, services, specialized instruction, and supports based on individual student needs while promoting access to grade-level learning and participation in the least restrictive environment. Questions about IEP or 504 processes may be directed to the student's case manager, building principal, or Special Education department.

DK-5 Special Education and Ancillary Supports

Special education services are planned collaboratively by general education staff, special education staff, related-service providers, families, and the IEP team. Services may occur within the general education classroom, in small groups, individually, or through consultation, as determined by the student's IEP.

Ancillary Services

Related and ancillary services may include speech-language services, occupational therapy, physical therapy, social work, audiological or communication supports, and other services identified by the IEP team. Case managers and service providers collaborate with classroom teachers and families to coordinate direct and consultative supports.

Inclusive Supports and Services

Special education programming is individualized rather than based on a fixed 'leveling' system. Students receive the accommodations, scaffolds, specialized instruction, related services, and placement determined by their IEP team. Supports may differ by subject or part of the day and are reviewed through the IEP process based on student progress and need.

Academic Interventions & Extensions

In addition to high-quality grade-level core instruction, Bloomfield Hills Schools uses a multi-tiered approach to provide additional support or extension when student evidence indicates a need:

Students may need additional practice, targeted intervention, or enrichment at different points in their learning. The goal is to respond flexibly while maintaining access to strong grade-level Tier 1 instruction. Supports and extensions are adjusted as student learning changes.

Building Instructional Teams collaborate with classroom teachers, interventionists, learning specialists, special educators, and building leadership to review multiple sources of student evidence. i-Ready Reading and Mathematics diagnostics, curriculum assessments, classroom work, observation, and progress-monitoring data may be considered when identifying instructional priorities and determining whether additional intervention or extension is needed. Questions about building processes may be directed to the building principal.

Reading and Mathematics Intervention

Learning Specialists and Interventionists support students through flexible push-in, pull-out, and small-group models. Intervention is targeted to identified skills, connected to grade-level instruction, and monitored over time. Literacy support may include explicit foundational skills, fluency, vocabulary, comprehension, decodable-text practice, and other evidence-based approaches. Mathematics support builds from Bridges in Mathematics and targeted intervention resources based on student need.

Learning specialists and interventionists work closely with classroom teachers to coordinate targeted supports, examine progress, and adjust groupings, intensity, or instructional focus as students respond.

Academic Extension

Extension begins with responsive grade-level instruction and may include deeper application, complex problem solving, independent or collaborative inquiry, research, advanced texts, enrichment tasks, and other opportunities aligned to student readiness and interests. Specific extension opportunities vary by building, grade level, staffing, and student need.

Math Grade Up Process

Differentiation within grade-level mathematics is the preferred first response to advanced learning needs. When a student may require a full-year acceleration, placement is considered through a review of multiple indicators, including evidence of standards mastery, i-Ready benchmark performance, M-STEP performance when available, and classroom evidence. The student's teacher and Child Study Team review the information to determine the most appropriate placement. District math placement assessments are offered in the spring and fall, and families receive information about available placement opportunities.

FAQs

Student Cohorts and Teacher Placement

Q: *Can my student be placed with other students we request?*

A: We welcome any additional information a parent might want to provide regarding peers, this feedback is sought each spring via a letter from the school principal.

Q: *How will class placements be shared?*

A: Following annual online registration, class placements are updated in the parent portal during the third week of August. An annual “Meet the Teacher” occurs prior to the first day of school, please watch your inbox for this year’s date and time.

Instructional Materials & Supplies

Q: *What materials will be utilized?*

A: Kindergarten and First-grade students use iPads to support instruction and practice within the classroom and at home. Second through Fifth grade students use Chromebooks.

Grade level supply lists will also be provided so students can gather any preferred supplies.

Student Work & Communication of Learning

Q: *How will students receive feedback related to their learning? How will assignments be communicated?*

A: Communication and feedback occur in many forms, including classroom discussion, conferring, goal setting, teacher feedback, student reflection, digital communication tools, and feedback on selected assignments and assessments. Families may receive classroom updates through district-supported digital platforms. Report cards are posted at the end of each semester (January and June) and represent one part of the broader picture of student learning.

Q: *How will student work be assessed to check for understanding?*

A: Teachers use multiple forms of evidence to check for understanding, including observation, discussion, student work, performance tasks, projects, quick checks, curriculum-embedded assessments, and quizzes or tests when appropriate. i-Ready Reading and Mathematics diagnostics are administered across the year to provide an additional measure of growth and instructional need. No single assessment is used in isolation to define a student's learning.

Q: *How will parents and teachers communicate about student progress?*

A: A strong partnership between school and home is a proven element of success. Please reach out via email or phone for direct communication with your child’s teacher or building staff. In addition, parent-teacher conferences are held in the fall and spring.