Martin Luther King, Jr. Elementary School

Planning & Resolution of Issues Regarding Instructional Practices

KRS 160.345(2)(1)6

**Purpose:** The Instructional Practices Policy of Martin Luther King, Jr. Elementary School ensures all instructional practices are rigorous and aligned with the Kentucky Academic Standards. We establish an environment where all students achieve and are on track to being College & Career Ready.

**Classroom Instruction**

Instructional practices shall be defined as the strategies, techniques and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall

* Plan instruction using Kentucky Academic Standards
* Use varied, differentiated, student-centered instructional activities.
* Address various learning styles
* Use activities where all students use higher order thinking and problem solving skills.
* Make active use of interdisciplinary connections.
* Provide multi-assessment opportunities for students to connect their learning to real-life experiences.
* Adjust instruction and resources to respond to the diversity of students in that class.
* Use technology for appropriate and varied 21st Century learning activities.
* Integrate writing in all grades and content areas.
* Only assign homework that is authentic and extends student learning.

Lesson plans will reflect the instructional practices above.

**Snapshot of a Class Period**

An ideal class period provides quality instruction and student engagement from beginning to end.

* Review Question or Bellringer Activity
* Review learning target for the day
* Best Practice Strategy: Guided Practice or Direct Instruction (may include but are not limited to the following)
  + Formative and Summative Assessments
  + Cooperative Learning
  + Projects/Presentations
  + Literacy Practices: Reading, Writing, Speaking and Listening
  + Graphic Organizers
  + Manipulatives
  + Peer Review/Collaboration
  + Use of Technology and Digital Tools
  + Oral Presentations
* Lesson Closure: What did you learn today? Connections to the real world.
* Discussion of Homework (if applicable), Preparation for Assessment (if applicable)

When assigning homework it should be used to extend the student’s opportunity to learn, provide added enrichment to practice skills, increase knowledge, and explore topics using various learning modes and technologies.

Homework is not to be used as a punishment for behavior.

**Procedures:** Instructional practices are the strategies, techniques, and activities implemented by the classroom teacher to ensure high levels of student engagement.

In creating daily lesson plans, teachers shall include:

1. Effective, efficient, and equitable planning will be reflected in daily instruction.

2. Rigorous & relevant instruction will occur bell-to-bell.

3. Learning targets will be posted, introduced at the onset of each lesson, referred to during the lesson, and assessed at the end of the daily lesson. Mastery of the congruent learning target can be assessed daily through formative or summative assessments.

4. Instruction will be congruent to the posted learning target and to the standard.

5. Daily instructional delivery will include congruent and research-based strategies to ensure individual student achievement and growth on all school, district, and state assessments.

6. Data gathered through formative and summative assessments will guide whole group and small group instruction.

7. A safe and orderly classroom environment will ensure high levels of student engagement.

**Common planning**

Each grade level is allocated a daily 45-minute team planning, as reflected on the master schedule. Common Planning provides time, opportunity, and the expectation that teachers will place student needs and progress at the center of their work and assume collective responsibility for student learning. Common Planning enables groups of teachers who teach the same students to identify very early in the school year those who are falling behind. They can then use this time to meet with the student (and family members) to discuss strengths, identify challenge areas, and develop an action plan coupled with appropriate support to help the student get back on track.

##### Professional Learning Communities

##### All teachers will participate in horizontal and vertical PLCs to engage in collective inquiry into both best practices in teaching and best practices in learning. It provides an opportunity for teachers to participate in high impact instructional strategy training. Teachers also inquire about their current reality including their present practices and the levels of achievement of their students.

**Response to Intervention**

MLK, Jr.’s K-6th Grade Response to Intervention (RTI) structure is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Parents are notified of student placement in RTI and receive monthly progress reports.

**Parent Conferences**

Face to face conferences are encouraged but in the event a parent can attend they can be by other means (ie. phone or google). Conferences are held at least two times a year in the first and second semester. At those conferences, current progress as measured by assessment results, work samples and social/behavioral growth and reflected on the student’s report card will be discussed with the parent. Parents and staff may request conferences at any other time as deemed necessary.

**Evaluation**

Weekly during PLCs teachers will reflect on the strategies used, discuss successes and challenges, share possible solutions to challenges and identify areas needing further support. PLC leads will collect data from these sessions and bring them to leadership meetings for discussion and determination of next steps. Leadership will conduct classroom observations, coaching visits, and walkthroughs regularly throughout the year to check for implementation of instructional strategies and provide feedback to classroom teachers.

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Council Chair Signature

Reviewed on 11-16-17

Revised on 2-15-23