

Millbrooke Elementary School

Planning & Resolution of Issues Regarding Instructional Practices KRS 160.345(2)(1)6

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

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 the Christian County Public School's Non-Negotiables of Instruction:

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 weekly grade-level PLCs and monthly 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

Millbrooke's K-5th Grade Response to Intervention (RTI) structure is a multi-tier approach to the early identification and support of students with learning and behavioral 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 responses 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

Conferences are held/offered with parents face to face, by phone, or video, per individual child's needs at least two times a year, one conference each 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: Annually the Planning and Resolution of Issues Regarding Instructional Practices Policy will be assessed to determine if any changes need to be made.

Reviewed
9/25/2024
Amended
First Reading
9/25/2024
Second reading
10/24/2024