

# Individualization of Student Learning

Plans and practices to ensure each student's strengths, challenges, and fascinations are known -- and met.

# All students pretest in our benchmark assessment system

Beginning of Year (BOY) benchmarks include:

- Nationally normed STAR Math and STAR Reading Assessments
- Nationally normed Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- This year, the ACT-linked, nationally normed ASPIRE assessment in grades 3-5. Mainly a summative assessment, to inform program effectiveness, but some growth tracking over time.
- State-mandated PARCC/CMAS standards-based summative assessments.
- State-mandated GOLD kindergarten/preschool readiness assessments.
- Our national curriculum, CKLA, Pretests, Quizzes, and Chapter or Domain Tests. Our national curriculum Math in Focus pretests, quizzes, etc.
- Teacher-developed initial assessments in certain subjects

Benchmarks are also administered in the middle of year (MOY), Third-Quarter, and end of year (EOY), to ensure our plans are working or are adjusted accordingly.

# Students who pretest above grade level

## “High Achievers”

- 🌐 Student learning is differentiated in the classroom, and students participate in GATE enrichment classes related to their strength area. Their ongoing performance is monitored for Gifted-Talented consideration =>

## Gifted-Talented Students

- 🌐 Students whose scores on a variety of specific G-T qualifying assessments indicate a true gift or talent are formally indentified with an Advanced Learning Plan (ALP) in APAS. We establish individualized learning and social-emotional goals for them and offer enrichment classes and specific GT metacognition and social connections classes.



# Students at grade level

It is our goal that students who enter a new year pretesting at grade level will work hard, grow throughout the year, and finish at (or above!) next year's grade level. Hattie's "a year's growth in a year's time"—or, as in ES1, "students have acquired the skills and knowledge required to continue learning and experience *success in the next stage (grade level) of life.*"

The performance expectations for "grade level" ramp up significantly over the course of a school year, so going from grade level at BOY to grade level at EOY actually involves significant growth!

Specific plans are not written for these students, because our highly detailed and specialized grade-level programs are exactly tailored to their needs. Therefore, the time and energy to write plans seems better spent instructing them!

They are, however, continuously monitored formatively in all subjects and benchmarked four times a year. Their daily learning is continually adjusted according to this data. *And, above all, they are seen and known for their relative strengths and challenges, for their individual life circumstances, for their relationships needs, and for their learning fascinations.*



# Students who pretest below grade level







## Slightly below grade level

- 🌐 Classroom differentiation and early look by interventionists.
- 🌐 Students are discussed in PLC dialogs.
- 🌐 Teachers also consult with specialists, specials teachers.
- 🌐 Intervention services via pull-out or push-in.
- 🌐 Progress monitoring monthly.

## Well below grade level

- 🌐 Individualized READ Act plan or Individual Literacy Plan (ILP) in APAS developed by classroom teacher, interventionist.
- 🌐 Intervention small-group or individual pullout and classroom push-in services based on specific student challenges and goals.
- 🌐 PLC dialogs including interventionists, other specialists.
- 🌐 Progress monitoring monthly.

# If intervention alone doesn't work, RTI begins.

-  In our “Response to Intervention” program, two established teams meet weekly about individual students in a tiered cycle of goal-setting, interventions, & response/data over time.
-  Teams comprise classroom teacher, interventionists, specials teachers, and parents all along the way.
-  Probes or other specific assessments as needed prescriptively.
-  Specialists consult.
-  All data, goals, interventions recorded in APAS RTI section.
-  Success in RTI means autonomy, less intervention.

# If interventions aren't working...

## 504 Plans

- Developed by 504/RTI team with continuous parental input.
- Address obstacles to any of several life functions that prevent a child's equal access to the educational program.
- Individualized accommodations to "level the playing field."
- Monitored annually.

## Individual Education Plans

- Developed by special education teachers and an IEP team with parental input.
- Address specific, diagnosed disabilities that affect learning.
- Specific annual goals continually monitored.
- Reviewed annually.



# Reporting individual *whole-child* growth

- There is “data program” for considering all aspects of a child’s performance and growth no more complex or capable than a *teacher’s brain*.
- For report card system, rubrics and inter-rater norming support reliability as teacher’s prepare whole-child ratings of each child’s growth and performance.
- Teachers consider our nationally normed assessments—plus their continual formative assessments—plus all they know about the child’s strengths, challenges, and personal life—to create report cards that communicate much more accurately and meaningfully than any one assessment or data report alone.
- This system considers all the individualized goals and data from student plans—and cycles it back to those plans. Moreover, these reports are discussed in detail with student and parents twice yearly at conferences.
- It is *entirely* individualized reporting!

# ‘Productive Citizens’ in ‘Healthy Relationships’

- *Strong skills in citizenship, productivity, and relationships are the foundation for high academic achievement.*

- Our “Success Skills” are developed directly from Board Ends Statement 2 and ES3, and we report on these for each student each quarter:

**Collaboration - Perseverance - Responsibility - Communication - Respect – Adaptability**

These are traits of productive citizenship and healthy relationships our teachers felt were within our ability to impact and were critical for school use specifically

- We assess students observationally using rubrics we developed together—plus feedback from Second Step pretests and semiannual Panorama Surveys.
- We guide individual student growth in these areas daily – *modeling* strong relationships, mindset, and service -- and *teaching* it through history, literature, and service experiences (Mustang Service Corps, Creek Week Cleanup, etc.)

# When citizens aren't productive or relationships aren't healthy...

- Relationships issues, behavioral challenges are also ES1 issues.
- Issues with mindset, mindfulness, engagement, disruption all have underlying causes. No kid wants to be “that kid.”
- The same processes, teams, and plans are applied to these shortfalls:

**Classroom differentiation -> PLCs -> RTI -> 504 -> IEP**

- At each step, a student's individual strengths and challenges are identified, plans and goals are written, interventions are implemented, response is monitored.
- It takes time--but *in almost every case a struggling kinderpumpkin becomes a better-connected, more productive fifth-grader.*



# While we look at data, we also always, always look UP!

What we believe -- what Manitou has always known -- is that skills, content, growth, performance in isolation mean *nothing* to students without:

Authenticity – Integration – Hands-on Experience –

Exploration – Fascination – Curiosity – Fun

These UP! experiences are the individually meaningful authenticity “flesh” on the basic-skills “skeleton”:

*Violins - Earthroom gardens – CKLA – Collaboratory - hydroponics - pianos –  
Mustang Service Corps – CAD and 3D printers – chicken coop - Peace Day  
Projects – Creek Week - facility dog – Arts14 – Fencing and archery*

- UP! also sets our schools apart from all those around us....