

PHILOSOPHY

As a PYP school, we expect students to exhibit the attributes of IB Learner Profile and the attitudes embedded within the Profile Words. This includes being principled, showing integrity, and being academically honest. We believe that our entire staff has the responsibility to teach students about academic honesty in developmentally appropriate ways. As our students enter middle school, high school, and the workplace, they need to understand the value of creating original work and giving credit to others who have contributed to their work. We recognize that young children learn to write by copying letters and words from their environment. In our view, this is a natural part of the learning process. When PYP students reuse the work of others without giving credit to the source, we see this as a teachable moment.

PRACTICES

General Classroom:

Throughout the PYP, students have opportunities to practice research skills in the context of their units of inquiry. In the classroom, students have access to a variety of media. Teachers encourage students to take proper notes from multiple sources, put information into their own words, and cite their sources. In grades K-2, students document the type of media they accessed to find their information. In grades 3-5, students provide a list of resources to give credit to sources that they referenced to complete their work.

MEDIA CENTER

During library lessons in the Media Center, all students are taught lessons about intellectual property, copyright, and plagiarism in developmentally appropriate ways. All students are taught that when they use someone else's ideas, they must cite their source. Students in grades 3-5 will learn how to write a bibliography and to create one using online platforms.

CORRECTIVE ACTION

The corrective actions for plagiarism are at the discretion of the teachers and school principal. Corrective actions will be appropriate for the situation and age of the child.

SHARING THE POLICY

This policy will be available to staff on our Clubview Share Drive in the Policies folder. This policy will be posted on our school website and shared with parents at the Governing Board meeting. As the students are the most important stakeholders, the policy will be shared with them during class time and in their library time.

FURTHER REVIEWS

This policy will be reviewed annually. The policy will also be amended if there are major changes within our school.

CONTRIBUTORS

The policy was drafted and reviewed by the PYP coordinator and the Library Media Specialist. The entire staff read the policy and made revisions. It was approved by all.

WHAT IS ASSESSMENT?

Assessment is an ongoing measurement and analysis of one's knowledge, concepts, actions, activities, and skills. It should be based on comparisons of what students know over a period of time. Assessment should provide accurate and useful information concerning students' knowledge and mastery of skills. It is the tool used to answer the question: "How will we know what we have learned?"

WHAT IS THE PURPOSE OF ASSESSMENT?

There are many purposes for assessment. It is a tool used to determine students' prior knowledge and gain information about students' experiences that relate to the new unit's central idea, lines of inquiry, key concepts, and related concepts. Often, teachers will observe and record student's discussions, comments, and questions during the provocation task to gain additional insight to students' prior knowledge. It provides a way to evaluate what students have learned and which skills have been mastered. Assessment results track student progress, drive instruction, and provide teachers with a map for future planning and differentiation. The assessment of students' work and performance are tools to be used in reporting to parents, students, and teachers.

As a student completes a self-assessment, their reflections indicate how they think, their interests, and their learning styles.

WHAT IS ASSESSED?

Students are assessed on knowledge and performance in all domains that support the development of the whole child. Specific standards for each subject area are established by the state of Georgia.

The PYP Attributes provide an opportunity for students and teachers to reflect on their actions. Through engagement in well-rounded themes of inquiry, students will use a variety of skills as defined by the PYP Approaches to Learning.

WHEN DO WE ASSESS?

Assessment is always in progress. It occurs before, during, and after themes of inquiry. Teachers and students monitor progress through formal and informal methods. Students are provided regular and prompt feedback.

HOW DO WE ASSESS?

Assessment may be formative or summative. Summative assessment tasks are designed to directly assess student understanding of the central idea. Students complete summative assessment tasks independently, with minimal teacher assistance. Formative assessments are used to check student understanding throughout a unit of inquiry. In addition to driving teacher's instructional decisions, formative assessments are a valuable tool for teachers to give feedback to students about their performance. A diverse range of strategies and tools provide students and teachers with opportunities for reflection, teacher and peer assessment, and self-assessment. Students are aware of the criteria for assessment so they will know what is expected.

Strategies and tools used for assessment include:

- checklists and rubrics
- oral discussions
- conferences
- observations/reflections
- Muscogee Accountability Program for Improvement
- student profile checklist
- anecdotal records
- S.T.A.R.
- Accelerated Reading
- selected responses/pre-post assessments
- open-ended tasks/performance tasks
- portfolios
- exemplars
- continua
- surveys
- role-playing
- demonstrations
- musical creations
- artistic creations

STATE/COUNTY MANDATED ASSESSMENT (GMAT, COGAT, & RTI)

As a Georgia public school, Clubview is required to participate in the following State Assessments:

- Georgia Milestones Assessment System (GMAS) in grades 3-5, which is a state standardized assessment program. GMAS includes the assessment of the Georgia Standards of Excellence in English Language Arts, Mathematics, Science and Social Studies. Grade 5 administers the whole battery of exams, while 3rd and 4th only administer English Language Arts & Math.
- In grade 1, the Cognitive Abilities Test (CogAT) is given to identify gifted and talented students.
- Response to Intervention (RTI) is the Georgia Student Achievement Pyramid of Interventions administered when identifying and supporting a student with academic or behavioral needs.

Although these assessments provide teachers with useful data, we also recognize that they are just one measure of student success. Performance on standardized testing should be considered alongside other measures such as unit of inquiry formative and summative assessment tasks, inventories, in-class performance, Learner Profile reflections, and teacher observations.

HOW DO WE REPORT?

Assessment of student work and performance provides necessary feedback to students, parents, and teachers. Student reports are used to identify content mastery. They chart progress and identify areas for student growth. Reports provide teachers with an opportunity to reflect on the effectiveness of their teaching. Information is shared through a variety of reporting methods.

These include:

- Conferences (mid-year/student-led)
- Muscookee Accountability Program for Achievement
- mid-9-week progress reports
- report cards
- Attributes Reflections
- portfolio
- S.T.A.R.
- Accelerated Reader
- Achieve 3000
- GMAS
- Approaches to Learning Reflections
- Exhibition/Survey
- Infinite Campus (Parent, Student, and Teacher Portals)
- SLDS Records
- State/County Mandated Assessment (GMAT, COGAT & RTI)

SHARING THE ASSESSMENT POLICY

STAFF

Our assessment policy is electronically stored on our Clubview Share Drive in the Policies folder for easy access by all staff members. New staff members are guided through the assessment policy during their induction.

PARENTS/COMMUNITY

Our assessment policy is shared with our Governing Board. The assessment policy will be available on our school website and in the front office for parent review.

FUTURE REVIEWS

The staff will review the assessment policy annually for changes and additions. This annual discussion will ensure that all staff members are aware of the policy and will also provide a way for us to make changes to reflect best practices in assessment. We would like this document to be an accurate reflection of our assessment philosophy and practices.

CONTRIBUTORS

This policy is the result of collaboration between all staff members. Each section of this policy was the result of discussion during staff professional development time. After each discussion, the IB coordinator compiled notes from the discussion and drafted a section. At the next meeting, the IB coordinator shared the new section with the staff for revision. A cross grade level collaborative group had final review and typed the policy.

PHILOSOPHY

We believe all learners have unique abilities, aptitudes and gifts. The mission of Clubview School is to educate and challenge all learners, including those identified with special needs (special education, gifted and talented). By utilizing dynamic and differentiated practices, our school enables students to reach their full potential as lifelong learners and internationally-minded citizens.

STUDENTS WITH DISABILITIES

Students with disabilities at Clubview School are offered special education services in the least restrictive environment for learning. (i.e., they are educated to the maximum extent appropriate with their non-disabled peers). The special education teachers and the general education teachers work together in a co-teaching model to create a learning environment which addresses grade level standards where students can learn together while individual needs and differences are also addressed. Students are also taught in smaller resource classrooms by the special education teachers to meet individual needs. Students are served based on their Individual Education Plan (IEP). Clubview Elementary has special education teachers, special education paraprofessionals, Speech and Language Pathologists, and Occupational Therapists. Students served in the co-teaching and resource models receive support in the areas of reading, language arts, science, social studies and mathematics as their IEP specifies.

All students receive instruction based on Georgia Standards of Excellence. Other services provided through Muscogee County School District, if indicated on a student's IEP, may include:

- Audiology
- STEPS program
- Occupational Therapy
- Physical Therapy
- Behavior Analyst - Board Certified Behavior Analyst (BCBA)
- 504 Plans
- Gifted Education

Clubview School complies with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities in Education Act.

EDUCATION

Clubview School will provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-03,106-4-2-.38 (Gifted), and State Law OCGA120-2-152 (Gifted).

Supplemental Services may include:

Lexia Core 5

Achieve 3000

Barton Reading and Spelling System

Touch Math

Assistive Technology

DIFFERENTIATION

All students at Clubview Elementary receive instruction that enables them to be successful academically, physically, emotionally and socially. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Teachers vary his or her teaching styles in order to create the best learning experience possible for all students in the classroom. Teachers differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit especially using IB summative assessments
- Learning environment – the way the classroom works and feels

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/ RESPONSE TO INTERVENTION

Clubview School is committed to identifying and addressing each student's needs by implementing the Multi-Tiered System of Supports (MTSS), which is a comprehensive framework for continuous improvement. This support system is designed on tier levels: Tier 1 (school-wide), Tier 2 (grade level/ classroom/group), and Tier 3 (small group/individual). The faculty/staff value the importance of teaching the whole child, of building a culture of success, and proactively addressing struggles (whether academic, behavioral, social, emotional, etc.). Therefore, teachers continually assess, review multiple pieces of data, differentiate, supplement core instruction with research-based interventions, collaborate with other teachers, parents, administrators, and various other disciplines, as well as monitor students' progress. However, if the data from the progress monitoring indicates the interventions/intensity of the interventions are not effective, then the Student Support Team would formally convene to discuss other options, such as implementing different interventions, considering a 504 Plan, or an evaluation for special education consideration.

Additionally, Clubview uses the Four Principles of Good Practice, as described in Learning Diversity in the IB Programme:

1. AFFIRMING IDENTITY AND BUILDING SELF ESTEEM

Within our units of inquiry, particularly under the transdisciplinary theme Who We Are, students have numerous opportunities to explore and share their own identities. This exploration includes their beliefs, values, cultures, relationships, languages, and health.

2. VALUING PRIOR KNOWLEDGE

Before beginning instruction, each unit of inquiry starts with a pre-assessment to determine students' prior knowledge. The pre-assessment gives teachers valuable insight that will drive the learning engagements throughout the unit. Teaching is a process of connecting previous experiences to new learning.

3. SCAFFOLDING

Scaffolding is an essential component of teaching. At Clubview, students utilize graphic organizers, visual aids, small group learning, and demonstrations to move through the learning process. Teachers provide targeted support to individual students and small groups to meet learning needs.

4. EXTENDING LEARNING

There are times when students have mastered the grade level standards and expectations prior to the completion of a unit of inquiry. When this occurs, teachers provide students with extended learning opportunities, including special projects, support with action, and additional time to conduct personal inquiries. Our Gifted and Talented teacher can also support students and teachers.

Regular collaborative planning and reflection is essential to our curriculum development, instruction, and assessment practices. Teachers meet together regularly, often with parents, to help all students succeed. Examples of this include the creation and revision of Individual Educational Plans and Student Led Conferences.

COMMUNICATING THE POLICY TO STAKEHOLDERS

STAFF

Our Special Education policy is electronically stored on our Clubview Share,

PARENTS/COMMUNITY

The Special Education Policy is shared with the Governing Board. This is a joint board of staff, parents, and community members. The Special Education policy is available on our school website for community review.

FUTURE REVIEWS

Our inclusion policy will be updated annually. The policy will also be updated as the law, curriculum, and educational pedagogy changes to remain an accurate picture of the inclusion policies at Clubview.

CONTRIBUTORS

This policy is the result of collaboration between all staff members. The IB Coordinator led this effort. The draft of the policy was reviewed and typed by a collaborative group which had representatives for each grade level, Special Education teachers, and single subject teachers. It was then approved by the entire staff.

Information and Communications Technology (ICT) Mission and Skills for Inquiry 2018-2019

OUR MISSION

In order to continuously strive to be internationally-minded digital citizens, Clubview students must be intentionally making ethical and informed choices when using ICT.

INVESTIGATING

Students will participate in purposeful, inquiry-fueled research investigation when using ICT in order to develop new understandings, support existing ideas, etc. When students investigate, they explore and make connections between varieties of sources in order to support their claim.

CREATING

Students will use real-world situations to fuel their creativity when using ICT. Students will share what they know through asking and answering questions, self-expression, and reflection.

COMMUNICATING

Students will make responsible decisions with communication tools in order to further Cross-Cultural understanding as they use ICT.

COLLABORATING

In order to work towards being internationally-minded, students must use ICT to collaborate, negotiate, and validate ideas in order to reach a deeper understanding. The digital environments provided by ICT empower learners as they share knowledge and participate in informed discussion.

ORGANIZING

Throughout the aforementioned processes, students will take advantage of the available ICT systems in order to organize connected items. The students will use the information they already have to apply it to new technologies.

Information and Communications Technology (ICT) Mission and Skills for Inquiry 2018-2019

COMMUNICATING THE POLICY TO STAKEHOLDERS

STAFF

Our ICT policy is electronically stored on our Clubview Share Drive for easy access by all staff members. New staff members are guided through the ICT policy during their induction.

PARENTS/COMMUNITY

The ICT Policy is shared with the Governing Board. This is a joint board of staff, parents, and community members. The ICT policy is available on our school website for community review.

FUTURE REVIEWS

The staff will review the ICT policy annually for minor changes and additions. This annual discussion will ensure that all staff members are aware of the policy and adhere to our agreements. The annual review will also provide a way for us to make changes to reflect best practices in teaching. We would like this document to be an accurate reflection of our ICT philosophy and practices.

CONTRIBUTORS

This policy is the result of collaboration between all staff members. The IB Coordinator led this effort. The draft of the policy was reviewed and typed by a collaborative group which had representatives for each grade level and single subject teachers. It was then approved by the entire staff.

PHILOSOPHY

We, at Clubview Elementary School, believe language is fundamental to learning, thinking, and communicating; therefore, language is an essential part of our curriculum. We acknowledge that language builds the framework for transdisciplinary learning. Students should experience various forms through oral, written, and visual language across the curriculum. Understanding the importance of different cultures, perspectives, and languages benefits all children and helps cultivate international awareness. We encourage students to bring their own unique cultural backgrounds into our school and support families in developing mother tongue fluency.

LANGUAGE OF INSTRUCTION

ORAL COMMUNICATION: LISTENING AND SPEAKING

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. Oral language is such a vital part of the school day in all grade levels because it provides the foundation for all facets of communication; therefore, the students are exposed to different genres and media that enhance success.

The student engages in various activities that demonstrate these skills which include:

- Listening centers
- Oral assessments
- Oral/whole group (choral)/partner reading
- Oral instruction
- Role play
- “Ruff Readers”
- Oral presentations (IB summative assessments)
- Listening comprehension activities/assessments
- Student generated broadcasts (Spanish review, announcement, pledges, etc.) on CKN (Clubview Kids Network)
- IB exhibitions
- Story reading (guest readers, student readers, faculty readers)
- Guest speakers (Career Day presenters, IB theme presenters)
- Giving and following directions
- Telling stories and events in sequence

WRITTEN COMMUNICATION: READING AND WRITING

Writing begins with the understanding that symbols stand for words and thoughts. This expands to writing that becomes sophisticated and filled with meaning. Students learn to use the writing process in order to purposefully communicate with a variety of audiences. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world. They read thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning. Writing and reading are demonstrated in the following:

- Journal writing
- Daily language activities
- Literacy centers
- Publication of student books
- Utilization of charter writing/reading rubrics
- Modeling
- Writing/reading in the content areas
- Written reflections
- Following the Georgia Standards of Excellence
- Writing/reading various genres
- Using a variety of reference books and dictionaries independently
- Achieve 3000
- Lexia Core 5
- Music: Reading simple musical notation

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Visual communication is an integral part of the teaching and learning process. The faculty works together to promote visual language in a variety of ways. Visual stimuli are present throughout the school in multiple languages and forms. Individual classrooms are also filled with visual language cues and prompts. Language cues and prompts include:

- Labels in environment
- SMART board usage
- Graphic organizers
- Modeling of writing
- Word walls/vocabulary
- CKN
- Pictorial visuals as word cues
- Instructional posters/visual aids
- Videos/united streaming
- Computer lab
- Math manipulatives
- Published works of students
- Standards posted for students to view
- Modeling for problem solving
- Field trips/speakers

ADDITIONAL LANGUAGE

ORAL COMMUNICATION: LISTENING AND SPEAKING

Additional language instruction is a tool for constructing a deeper understanding of IB Units of Inquiry. Foreign language is used to reinforce basic skills taught in the classroom as well as increase each student's awareness of cultures and geography. Students experience music, literature, and art through dynamic lessons that are driven by inquiry. Oral language learning is enriched through the use of a multi-sensory approach where multiple intelligences are accommodated through the use of the following:

- Art
- Storytelling
- Games
- Literature
- Group and individual activities

WRITTEN COMMUNICATION: READING AND WRITING

Written language learning is developed through a variety of writing and reading experiences which include:

- Comparing and making connections between the language which they are studying and English, or their mother tongue
- Writing as an extension of storytelling and oral discourse

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Visual learning is enriched through a literature rich environment which promotes active learning opportunities in the second language classroom and throughout the school. Learning activities accommodate students in every phase of language acquisition through differentiated instruction. Students utilize technology to document their experiences and educate peers about what they are learning. Student creations include:

- Posters
- Videos
- Books

MOTHER TONGUE

ORAL COMMUNICATION: LISTENING AND SPEAKING

A student's knowledge of his/her mother tongue is very important. Students should be able to maintain and improve their first language: therefore, mother tongue language development is encouraged and supported through the following activities:

- Use of students' mother tongue on the student provided television news broadcast (CKN)
- Singing songs in students' mother tongue
- Students reading in their mother tongue in the classroom
- Use of student knowledge about their homeland

WRITTEN COMMUNICATION: READING AND WRITING

To support our students whose mother tongue is not English, our school media center provides books in the mother tongue languages of our students. Parents and students are encouraged to speak in their mother tongue at home and parents are encouraged to share with students the languages that they speak. This can be done in individual classrooms with the presentation recorded for use on CKN. This offers an opportunity for the school to recognize the diversity in the school population. Available resources include:

- Books written in languages other than English
- Bilingual dictionaries and books

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Language is one of the most significant factors in the development of each individual. It is essential to learning. Students whose mother tongue is not English should have an opportunity to use different media to convey their ideas, values and beliefs. Students should be able to:

- Use artifacts in visual communication
- Use a variety of visual media

LANGUAGE SUPPORT

- After school tutoring
- Instruction utilizing differentiation strategies
- Continually evolving Media Center collection
- Parental involvement
- Language integration
- Class buddies
- Peer Helpers
- International Department at Columbus State University

ADDITIONAL LANGUAGE

Spanish is offered as an additional language of study for kindergarten through fifth grade students. By the end of fifth grade, we expect students to speak and understand basic Spanish vocabulary words and read and write simple Spanish with support in each of the three modes of language: interpersonal, Interpretive and presentational. We also want students to have an appreciation for Spanish culture and an understanding that people can communicate in languages other than English.

Spanish instruction at Clubview follows the Georgia Performance Standards for Modern Language, which focus on communication, cultures, connections with other disciplines, and comparisons between Spanish and students' native languages.

Whenever possible, Spanish instruction is connected to units of inquiry. Weekly, students in Kindergarten through First grade receive 45 minutes & Second through Fifth receive 55 minutes of Spanish instruction.

ENGLISH LANGUAGE LEARNERS

The Muscogee County School District is in control over students being placed at certain schools which offer this state funded program. English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia's ELs are accommodated. Staff members are encouraged to participate in ESOL endorsement opportunities.

LANGUAGE INQUIRY

Inquiry is an integral part of reading and writing. Reading and writing strategies are better learned through discovery and action. Provocations and questioning are essential to inquiry- based language instruction. Students learn to use questioning to analyze literature, reflect on author's craft, and apply author's craft to their own writing. Students are given choice in reading and writing topics. Choice encourages enthusiasm towards literacy and learning. Students are able to understand and appreciate different perspectives in literature because of the inquiry approach. By working collaboratively, students share their learning, connections, and thinking about the diversity of literature as they discover it. Students are able to read and find information, and then write to process their inquiries. In an inquiry classroom, kids' thinking is visibly posted, monitored, and reflected upon. Students are encouraged to use classroom resources and research strategies to gain knowledge and foster independence for real-world learning. Through inquiry, students become independent readers and writers, and become motivated to take action.

RESOURCES

LIBRARY MEDIA CENTER

The library has 14,212 items that are available for student and staff check out. Additionally, our staff and students can access Destiny, an online district database filled with thousands of books. Books found on Destiny can be borrowed from any school within the district. We have a close partnership with our public city library that may provide additional resources when needed. Our school collection is very diverse, representing many countries and cultures. Country books and DVDs in the 900s represent over 50 countries. The emphasis in collection development has been to purchase books that promote international-mindedness, provide books in our students' mother tongues, and support the developing Units of Inquiry in all grades. Students seek books that represent other countries.

COMMUNICATING THE POLICY TO THE STAKEHOLDERS

STAFF

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PARENTS/COMMUNITY

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