



Non-negotiable Practice and Principles for Mayfield Elementary Schools

Rationale: In order to optimize the learning opportunities for our students, we must be consistent in our instructional practice, expectations and guiding principles. We are committed to achievement for all students, creating a culture of collaboration, and focusing on results in our academic efforts. Therefore, it is imperative that we develop a clearly defined set of expectations and standards that we all support and follow. Failure to follow these guidelines, or non-negotiables, will result in a lack of cohesion in our instructional practice and in student learning across the district.

The following non-negotiable practices and principles apply to all elementary classrooms throughout the Mayfield City School District.

Curriculum

- We will teach the curriculum based on the Ohio Academic Content Standards
- We will implement the MSCD Course of Study in all content areas
- We will follow the indicator maps that have been developed collaboratively by grade level teams
- We will faithfully implement the programs that are board adopted
 - Everyday Math Third Edition, grades 1-5
 - Growing with Math – K
 - Lucy Calkins Units of Study, grades K-5, with supplemental support materials
 - Phonics in Motion – K-1, including the Language Calendar in K and the Vowel House in 1st grade
 - Marilyn Adams – Phonemic Awareness – K
 - Any and all other adopted programs
- We will 1) use word sorting and game playing, 2) create generalizations about letter/word patterns, and 3) rely on active learning experiences to teach spelling
 - **DSA:** grades 1 through 4 will fully implement the DSA spelling philosophy
 - **DSA:** grade 5 will administer the DSA in the fall and spring and learn about and implement the Developmental Spelling approach during the 2010-11 school year
 - We will use the district endorsed spelling rotation calendar as the foundation of spelling experiences in classrooms. Long term variations of the spelling calendar need to be approved through the Curriculum Office.
 - We will abandon traditional spelling instructional practices including the use of spelling worksheets
- We will deliver Comprehensive Literacy Instruction in grades K-5, including incorporating nonfiction materials in small group settings

Assessment

- We will develop and implement a system of common assessments based on the Ohio Academic Content Standards in language arts and math
- We will develop both formative and summative assessments within our assessment system
- We will administer the Three-minute Assessment or the Benchmark Assessment to each student no fewer than three times per year: fall, winter, and spring (teacher of record to administer)

- We will administer state diagnostic testing in grades K-2
- We will administer the DSA in grades one through five at least twice per year

Instructional Practice (for continuous progress for all students)

- We will use data to monitor student progress and to inform our instructional practice
 - OAA data
 - Common assessment data (both formative and summative)
 - Diagnostic data (DSA, 3-minute assessments, state diagnostics, etc.)
 - NWEA- MAP data
 - Terra Nova
 - Inview
- We will differentiate instruction to meet the needs of all learners
- We will implement the RTI process uniformly throughout the district
- We will use research-based best practice instructional strategies

Culture and Climate

- We will participate in Public School Works Student Watch System
- We will participate in the Positive Behavioral Support program in our schools
- We will model positive behaviors and attitudes to promote student learning
- We will be collectively responsible for the learning of all students in our school

Environment

- We will organize our classroom environment to reflect the importance of literacy learning
 - We will create a **whole group gathering area** where the class can sit together, listen and interact with read-alouds, share their thinking, and learn during mini-lessons.
 - We will create a **small group gathering area** where small groups can learn cooperatively with or without the teacher.
 - We will **organize desks** to promote peer to peer conversation, cooperative learning and send the message, "We learn together."
- We will use **anchor charts** to display classroom procedures, student thinking and learning
 - We will model the use of **anchor charts** as a resource for student learning
 - We will select commercially produced posters carefully to ensure that they serve a purpose
- We will build **classroom libraries** to support independent reading.
 - Classroom libraries consist of books teachers already have and library books that are rotated through the classroom
 - Classroom libraries include a wide range of reading level and genres
 - Classroom libraries provide easy access for students to look for books
- We will provide time for **independent reading** on a daily basis - from 30 to 50 minutes each day

Collaboration

- We will respect the decisions made through consensus in our grade level teams
- We will implement changes in practice based on the consensus of the grade level teams