



**The Magellan International School**  
El Colegio Internacional Magallanes  
麦哲伦国际学校

## **INCLUSION AND SPECIAL NEEDS POLICY**

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|--|---|---|---------------------------------|
| <b>Written By:</b><br>Inclusion PLC<br>Mariluz Arvelais<br>Paula Lacey<br>Alejandra<br>Gonzales<br>Marietta Maya<br>Deborah Dudney<br>Bibi Gonzales<br>Patty Guerrero<br>Erika Velez | <b>Date</b><br>August-2013<br>Nov- 2014 | <b>1<sup>st</sup> Review by</b><br>SSR Team<br>Katie Malinski<br>Carmen James<br>Tracy Tanner<br>Erika Velez<br>Julieta Carrillo<br>Marisa Leon | <b>Date</b><br>January-May 2015 |
| <b>2<sup>nd</sup> Review By</b>  | <b>Date</b><br>Aug-May 2017/18          | <b>3<sup>rd</sup> Review by</b>   | <b>Date</b>                     |



## Diversity and Inclusion

*“Inclusion at the Magellan international school is a collaborative community approach that , embraces diversity and is committed to providing students with a world-class education. By identifying and removing barriers, we can tailor learning to meet individual needs, increasing engagement, and support students in all aspects of school life.”*

*MIS Professional Learning Community ( PLC) Inclusion Policy Team*

The Magellan International School serves a diverse population of students, parents and families. MIS also employs staff members with diverse backgrounds and perspectives. In recognition of that multifaceted diversity, our school shares a strong commitment to inclusion, which leads to diversity.

At MIS, we strive to create an inclusive environment that values the experience, perspective, and contributions of all employees, applicants, students, and families, thus creating a very diverse environment. At MIS, respect for diverse backgrounds and ideas is crucial to academic excellence. As a result, MIS seeks to foster an inclusive environment where the individual differences among us are understood, respected, and recognized as a source of strength that enriches our school. In order to further the goals of diversity and inclusion, MIS will engage in a series of diversity initiatives to attract, retain, and develop the best talent for our school. Attracting, retaining, and developing this talent are all crucial to MIS’ mission:

*“Our school prepares children to thrive as global citizens of the 21st century with the knowledge, skills and values to make informed and intelligent decisions in an increasingly competitive world and to champion sustainability and understanding.*

*We are a united community of different cultures committed to world-class education and lifelong learning.”*

On an annual basis, MIS will include a Diversity and Inclusion Professional Learning Community (PLC) detailing the inclusion initiatives undertaken pursuant to this Policy. In consideration of the diverse population served by MIS, this Policy, in conjunction with the Diversity and Inclusion PLC, promotes the recruitment and retention of a workforce from different backgrounds, experiences and perspectives to complement the backgrounds, experiences and perspectives of MIS students, parents and families. By fostering the goals of inclusion, MIS will be better equipped to serve all students, families and parents in our community. MIS recognizes the importance of diversity in recruitment. As a result, MIS engages in outreach initiatives to enhance balance support and participation of all students, parents and teachers. MIS’ annual diversity and inclusion PLC will detail the outreach initiatives undertaken pursuant to this policy.

Magellan’s commitment to diversity is reinforced by workplace policies. Our school is an Equal Opportunity Employer and is committed to a diverse workforce. MIS reaffirms its commitment to the principles of equal employment opportunity for all employees and applicants. As noted in the Non-Discrimination Policy, it is the policy of MIS to provide educational and employment opportunities without regard to any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, and ethnic origin in

administration of its educational policies, admissions policies, financial aid policies and other school policies.

### **Tuition Grant & Aid Program**

The Magellan International School is committed to ensuring that its student body is representative of Austin's socio-economic diversity. Financial Aid is available for families that demonstrate a financial need. We are aiming for 10% of our community to benefit from this program.

### **Inclusion at Magellan**

*Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life. IB programmes aim to increase access to the curriculum and engagement in learning for all students (p. 3, What is an IB education?) and therefore schools should consider the terms inclusion and inclusive education as referring to a broad understanding that embraces the diversity of learners and all minority groups. Inclusion is the learner profile in action, an outcome of dynamic learning communities and achieved through a culture of collaboration, mutual respect, support and problem solving.*

*The IB guide to inclusive education: a resource for whole school development – trial document  
Chapters 1 & 2 Pg 1*

The Magellan International School is an independent, not-for-profit school founded in 2009 which today educates more than 400 students from age 3 through 8th grade. At Magellan, we look at every child as being exceptional. Our inspiring international faculty are guides who encourage students to believe in their own talents and to take ownership of their own unique paths of learning. We strive to give each our students numerous opportunities to develop their individual interests and to cultivate them through a curriculum of inquiry and engagement as well as enrichment and extracurricular activities. MIS sets high expectations for ourselves and our students as we push boundaries to deliver a rigorous, international education which fosters critical and creative thinking. The School encourages students to accept differences, inspire and lead our community, and to contribute with their daily actions to creating a better community and a better world.

The Magellan International School provides a caring and respectful multicultural environment in develop strong language skills in English, Spanish, and Mandarin and are encouraged as well as to understand and appreciate cultures from around the world. At MIS, the powerful combination of the International Baccalaureate curriculum; Spanish and Mandarin instruction; and exceptional global faculty prepares students to thrive as Global Citizens of the 21st Century, inspiring a life-long love of learning, compassion for others and service to the community and planet.

### **Organization**

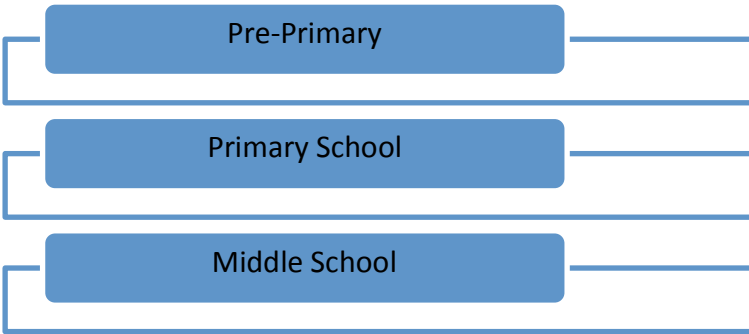
At MIS the learning experience is designed as a continuous journey of self-development from Pre-primary School to Middle School. We believe that every year spent at MIS is a unique

opportunity for children to engage with an inquiry based, coherent and challenging curriculum, that is developmentally appropriate, tailored to each child's individual learning needs, and preparative for a world beyond school. MIS SSR believes in “multidisciplinary teaming” as our well established best practice in the field. Our core team and professionals with expertise in a range of aspects of learning support our school’s inclusion, differentiation and assessment as well as following with:

*Four principles of good practice*

1. Affirming identity and building self-compassion
2. Valuing prior knowledge
3. Scaffolding
4. Extending learning

**MIS School Sections**



| <b>MIS Support Services Team</b>  | <b>Work towards</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>● Support Services and Resource Coordinator</li> <li>● Counselor</li> <li>● Literacy Specialist</li> <li>● Social and Emotional Learning Advisor</li> <li>● Behavioral Advisor and Parent Coach</li> <li>● Intern/s from social work master's program</li> <li>● Outsource support specialists ; Spanish Language Learners, English Language Learners, Mandarin as a Foreign Language, Occupational Therapist and Speech Therapist, and</li> </ul> | <ul style="list-style-type: none"> <li>● ☑Collaborative Approach</li> <li>● Pivotal roles in the success of a school’s Comprehensive Student Support System</li> <li>● ☑Catalysts for school based resources with targeted community resources</li> <li>● ☑SSR implements a system that strengthens student learning, teacher collaboration and parent support</li> <li>● ☑Coordinate resources for our school’s balance support services</li> <li>● ☑SSR implements a system which addresses barrier to learning so all students have an equal opportunity</li> </ul> |

|           |                      |
|-----------|----------------------|
| Dyslexia. | to achieve at school |
|-----------|----------------------|

**MIS Support Services and Resource Intervention**

Teachers/Specialists/Subject area teachers refer student to SSR during caseload meetings (Preschool-Primary) and in section meetings in Middle school.

SSR coordinator/counselor /behavioral advisor observes students having difficulty during class instruction and/or any portion of the school day in any language.  
 \* SSR coordinator/counselor/behavioral advisor may consider a more specific class observation by an occupational therapy (OT) or speech therapist.

Concerns are discussed at SSR caseload grade level meetings (Preschool/Primary) section meetings (Middle school). Referral is submitted and parents are notified.

A meeting of the SSR is scheduled  
 Preschool and Primary:  
 The SSR team is composed of SSR Coordinator/counselor/behavioral advisor/literacy specialist, PYP coordinator and language teachers; PP3-2G English/Spanish and (3G-5G English/Spanish/Mandarin teachers).  
 Middle School:  
 The SSR team is composed of SSR coordinator/counselor/behavioral advisor/literacy specialist, MYP coordinator homeroom teacher and subject teacher as needed.  
 At both levels we:  
 Instructional strategies and interventions are discussed. Individual Action Plan (IAP) and /or behavioral plan (BP) is established at this point. The plan contains clear benchmarks and areas of target improvement for the student. The four target competencies are discussed (academic performance, behavior, attendance, and student motivation).

The following options may be explored:

- Teachers may implement additional and/or different strategies. The SSR Team will monitor student progress.
- Reinforcement may be recommended. By teacher invitation only at no cost for parents; early mornings once or twice a week in Primary and
- Tutoring may be recommended (in any language/subject). The SSR Team will monitor

student progress.

- Small group pull out and/or push in from class with Learning Specialist, Literacy Specialist, Counselor, Individual session Therapist.
- External evaluation by a Speech Therapist, Occupational Therapist, Psychologist, etc.
- Follow up- - Evaluation Summary report to parent partnership in specific support of IAP/BP.
- (IEP) will be considered as well as revision of diagnostic impression.\* our school only serves students with mild to moderate disabilities

- If the SSR Team decides that sufficient progress toward benchmarks has been demonstrated, then the student will continue his/her IAP/BP/IEP with monitoring by the SSR Team until goals are achieved. Additional meetings with parents will be required. In cases where parents are not meeting the schools recommendations for additional support, they will receive a commitment letter including outcomes and timeline.
- If the SSR Team decides that sufficient progress has NOT been demonstrated, then student will be placed on conditional enrollment, with specific outcomes and a timeline.

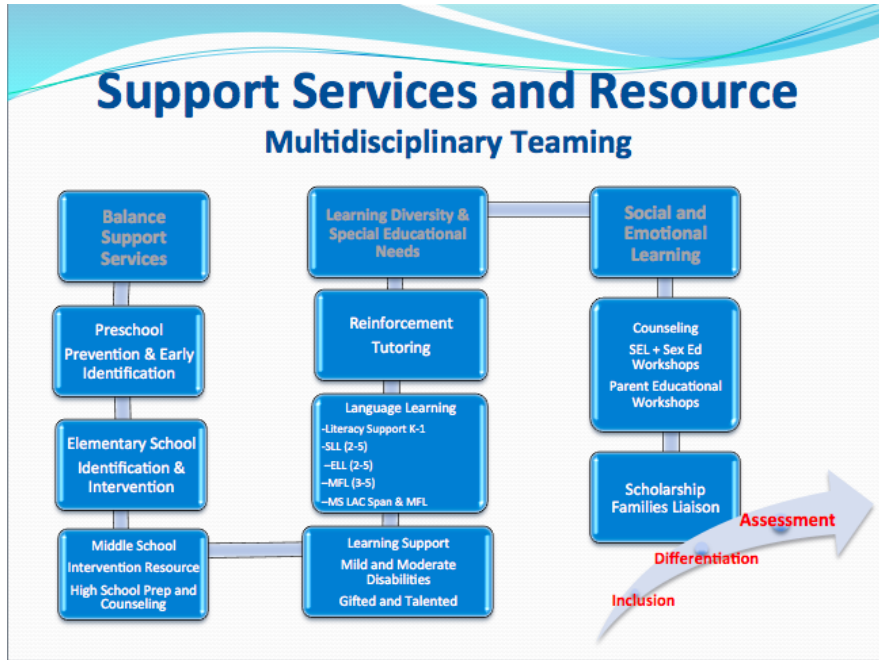
#### Conditional enrollment

- The grade level administrator will meet with student and/or parents to communicate terms of probation.
- The administrator will meet with student and/or parents twice monthly to review progress.
- Each conditional case will be handled individually, adhering to the outcomes and timelines set forth by the SSR Team, Deputy Head of School, Head of School or Head of Preschool, PYP coordinator and MYP coordinators in conjunction with the interdisciplinary team.
- MIS believes in collective decisions, SSR Team, Deputy Head of School, Head of School or Head of Preschool, PYP coordinator and MYP coordinator in conjunction with the interdisciplinary team may suggest to out counsel a student if he/she does not respond to our program.

### **Resources and Support**

Magellan offers comprehensive student support and resources that provide tutoring, language learning, extension, social and emotional learning class workshops, teacher education and parent education. In addition, SSR personnel work closely with all teachers to provide adequate intervention and resources, counseling, and guidance for behavior, mild to moderate learning disabilities, and gifted and talented. The SSR team is multidisciplinary including professionals with expertise in a range of aspects of learning including: learning disabilities/dyslexia,

developmental disabilities, language acquisition and literacy, speech language/communication difficulties, sensory integration, emotional or behavioral needs, sexual education and exceptionalty in the area of gifted and talented education. Any recommended tutoring, enrichment or therapy sessions can be accommodated during the school day or after school hours following with our school procedures.



MIS Support Services and Resource Inclusion Model

**Preschool**

| Services        | Description |
|-----------------|-------------|
| Prevention      |             |
| Early detection |             |

**Primary School**

| Services  | Description   |
|---|---|
| <b>Prevention and early detection</b>                                     |   |
| <b>Reinforcement</b>  | <p>Reinforcement is designed as a preventative means of tutoring and is offered to those students who need to review concepts, reteach concepts and / or need extra time completing work. Reinforcement is available to students K-5th grade by invitation only per the teacher's request- No additional cost to parents.</p>   |
| <b>Tutoring</b>   | <p>Tutoring is designed for students who are not performing at grade level or who show minimal or no progress. A plan is created to help support the child's learning and may include therapy if applicable. Tutoring Intervention is available to students K-5th grade per parent and/or teacher request. Sessions are available M-F in or outside school hours by internal and external tutors.</p>   |
| <b>Language Learning ( Spanish/English for Language Learners-SLL/ELL)</b> | <p>Spanish Language Learners ( SLL/ELL) is designed for students 2nd - 5th grade who enter MIS with little or no previous Spanish/English instruction. The program provides formal instruction in language foundational stages and acquisition. Language Leveling is a requirement for all students who qualify. Frequency of sessions will be determined by Student Support Services at a cost of \$ 30 per hour. This is scheduled at the same time as language Spanish. Students will do this for a minimum of one year before fully mainstreaming to the full immersion classroom based on teacher recommendation and assessment. *Mandarin will not be studied ( 3G-up) until they reach appropriate language level.</p> |



|                             |   |
|-----------------------------|---|
| <b>Gifted and Talented*</b> | Extension is designed for students ( 3G-up) who are performing at a minimum of two grades above grade level and who show significant progress in basic skills ( math and mandarin). Differentiated instruction in the classroom does not suffice for these students. An individual plan is designed in collaboration with teachers and parents to support the child’s academic and social needs. An intellectual assessment is required to determine giftedness in excelling areas to make decisions on extension and/or promotion. |
|-----------------------------|---|

\*Gifted and Talented: This is a new growing area of learning in our school. At Magellan we identify gifted and talented students in the following ways: achievement or ability, tests or grades ; standardized testing ability IQ through external intellectual assessments; creative and critical thinking; and overall achievement. Those students performing two grade levels above their age group qualify for extension.

**Middle School**

| <b>Services</b>   | <b>Description</b>   |
|---|--|
| <b>Extra Support</b>  | Extra support can be given at the request of the student or by identification by the teacher. Usually this support takes place during lunchtime.   |
| <b>Tutoring</b>   | Tutoring is designed for students who are not performing at grade level or who show minimal or no progress. A plan is created to help support the child’s learning and may include therapy if applicable. Tutoring Intervention is available to students 6th-8th grade per parent and/or teacher request. Sessions are available M-F in or outside school hours by internal and external tutors. |
| <b>Language Learning ( Spanish for Language Learners-SLL)</b> | Spanish Language Learners ( SLL) are offered a Spanish language acquisition course. This is scheduled at the same time as language and literature Spanish and Mandarin. They will do this for a minimum of one year before   |

|                             |   |
|-----------------------------|---|
|                             | transferring to the language and literature course based on teacher recommendation and assessment. Student must have achieved a phase 4 level to be considered.*Mandarin will not be studied until they reach first level language Spanish.   |
| <b>Gifted and Talented*</b> | Extension is designed for students who are performing at a minimum of two grades above grade level and who show significant progress in basic skills. Differentiated instruction in the classroom does not suffice for these students. An individual plan is designed in collaboration with teachers and parents to support the child’s academic and social needs. An intellectual assessment is required to determine giftedness in excelling areas to make decisions on extension and/or promotion. |

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**Social and Emotional Learning and Sexual Education**

We believe that true academic success and lasting social effectiveness require strong social and emotional skills, due to students facing unparalleled demands. In addition to achieving academically, we help students learn to work cooperatively, make responsible decisions about social and health practices, resist negative peer and media influences, contribute constructively to their family and community, function in an increasingly diverse society, and acquire the skills, attitudes, and values necessary to become productive workers and citizens.

At MIS we have included comprehensive and integrated grade level workshops of social and emotional learning and sexual education that can help students meet these many demands. Our primary school classroom workshops provide students with an overarching framework to explore connections between the self and others. We build off of the language of the learner profile attributes to help students put in direct practice the skills and values they are learning in school. These are held every week in cycles that include ; Sex Ed, Social and emotional learning and mindfulness throughout the school year for PP3-5G Grade. Students are also given the opportunity to further explore SEL topics through monthly lunch bunches. During lunch bunch small groups of students meet to discuss SEL topics in a less formal but still structured setting.

**Counseling**

Sometimes a child’s emotions or behaviors can prevent them from reaching their academic potential. At MIS identifying and understanding what is happening with the student who is having difficulties is important. Individual teachers and SSR Behavior Consultant may observe the student in class to help the teacher identify, understand, and respond to specific emotional and behavioral problems. The teacher, SSR staff and parents will develop strategies to help the student refocus their behavior in the classroom and at home. Individual therapy sessions are available through our school’s counselor for students who may need this service. SSR Staff may also recommend more in-depth evaluation by external therapists, including speech, occupational, physical and emotional therapy as needed.

**Parent and Teacher Workshops**

SSR staff is committed to educating our school community. SSR in conjunction with the MIS Parents’ Association (MISPA) periodically give parent workshops in the evening which are open not only to the MIS community but to the public, free of charge. These relate to topics of interest for parents, such as: child development, gender differences and learning in the classroom or second language acquisition. Teacher coaching and workshops are also available throughout the school year as part of our school’s professional development plan.

**Collaborative Planning Meetings**

There are frequent periodic collaborative planning meetings which include all teachers. These are used to develop varied formative and summative assessments, data analysis to differentiate and guide instruction. The collaborative meetings are also used to review transdisciplinary unit plans to ensure that teaching and learning differentiates instruction to meet students’ learning needs and styles.

Every other week the SSR coordinator leads case-load meetings to discuss all students in order to inform, share strategies and follow up on student’s progress related to academics, behavior and /or social and emotional needs.

**Assessment**

In Preschool ( pp3-PP4) informal screeners are used as a way to follow students progress.

In Primary school ( K-5G) informal, more formal and standardized assessments take place during the school year to follow up on student’s progress.

| Assessment         | Type  | Time   | Purpose   | Reporting  |
|--------------------|---|--|---|--|
| <b>Benchmarks*</b> | Reading AZ<br>Diagnostic<br>Reading<br>Assessment | Kinder<br>mid and end<br>school year<br><br>1G-5G<br>Beg, middle<br>and end of the | -Focus on language and<br>mathematics skills;<br>-reflect student’s<br>knowledge and skills ;<br>-measure students’<br>progress ;<br>-differentiate instruction | -Internal use and<br><br>-teachers may use this<br>information to report<br>about student<br>progress. |

|   |  |   |   |   |
|---|--|---|---|---|
|   | DRA Diagnostic Reading Assessment<br><br>Math Assessment | school year   | for every student;<br>-pinpoint intervention and enrichment needs;<br>-accelerate students' academic growth and achievement;<br>-maximize classroom instructional time, staff resources, and budget and<br>-target instructional and professional development time and resources.   |   |
| <b>Measure of Academic Progress (MAP)</b> | Computer Adaptive Assessment                             | late spring (3G-5G)<br><br>MAP results are used for benchmarking purposes at the end of the school year | -Focus on language and mathematics skills reflect student's knowledge and skills ;<br>-measure students' progress ;<br>-differentiate instruction for every student;<br>-pinpoint intervention and enrichment needs;<br>-accelerate students' academic growth and achievement;<br>-maximize classroom instructional time, staff resources, and budget and<br>-target instructional and professional development time and resources. | -MAP results are sent home via electronic report to inform parents about student performance;<br>-MAP Q&A meeting is offered to inform parents and and answer questions and<br>-MAP individual meetings are also offered to parents to discuss their child's results. |

\*Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments is a tool to measure student growth and design curriculum to meet individual learning needs

### Middle School

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|----------------------|--|
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|  |  |
|--|--|
| <p><b>Tutoring</b></p>   | <p>Tutoring is designed for students who are not performing at grade level or who show minimal or no progress. A plan is created to help support the child’s learning and may include therapy if applicable. Tutoring Intervention is available to students 6th-8th grade per parent and/or teacher request. Sessions are available M-F in or outside school hours by internal and external tutors.</p>  |
| <p><b>Language Learning ( Spanish for Language Learners-SLL)</b></p> | <p>Spanish Language Learners ( SLL) are offered a Spanish language acquisition course. This is scheduled at the same time as language and literature Spanish and Mandarin. They will do this for a minimum of one year before transferring to the language and literature course based on teacher recommendation and assessment. Student must have achieved a phase 4 level to be considered.*Mandarin will not be studied until they reach first level language Spanish.</p>                                |
| <p><b>Gifted and Talented*</b></p>                                   | <p>Extension is designed for students who are performing at a minimum of two grades above grade level and who show significant progress in basic skills. Differentiated instruction in the classroom does not suffice for these students. An individual plan is designed in collaboration with teachers and parents to support the child’s academic and social needs. An intellectual assessment is required to determine giftedness in excelling areas to make decisions on extension and/or promotion.</p> |

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### **Parent and Teacher Workshops**

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### **Collaborative Planning Meetings**

There are frequent periodic collaborative planning meetings which include all teachers. These are used to develop varied formative and summative assessments, data analysis to differentiate and guide instruction. The collaborative meetings are also used to review interdisciplinary and disciplinary unit plans to ensure that teaching and learning differentiates instruction to meet students' learning needs and styles.

Every month the SSR coordinator leads case load meetings to discuss all students in order to inform, share strategies and follow up on student's progress related to academics, behavior and /or social and emotional needs.

## Assessment in Middle School

All Assessment in middle school uses subject specific assessment criteria. See MYP Assessment Policy.

| Assessment                                 | Type   | Time  | Purpose   | Reporting   |
|--|--|---|---|---|
| <b>Benchmarks*</b>                         | DRA Diagnostic Reading Assessment<br><br>Math Assessment | beginning school year<br><br>**Teachers may reassess mid yr to follow up on student's progress as needed. | -Focus on language and mathematics skills;<br>-reflect student's knowledge and skills ;<br>-measure students' progress ;<br>-differentiate instruction for every student;<br>-pinpoint intervention and enrichment needs;<br>-accelerate students' academic growth and achievement;<br>-maximize classroom instructional time, staff resources, and budget and<br>-target instructional and professional development time and resources. <a href="http://www.learnnc.org/lp/pages/5317-note5">http://www.learnnc.org/lp/ages/5317 - note5</a> | -Internal use and<br><br>-teachers may use this information to report about student progress.   |
| <b>Measure of Academic Progress ( MAP)</b> | Computer Adaptive Assessment                             | late spring<br><br>MAP results are used for benchmarking purposes at the end of the school year           | -Focus on language and mathematics skills<br>reflect student's knowledge and skills ;<br>-measure students' progress ;<br>-differentiate instruction for every student;<br>-pinpoint intervention and enrichment needs;<br>-accelerate students' academic growth and achievement;<br>-maximize classroom instructional time, staff resources, and budget and<br>-target instructional and   | -MAP results are sent home via electronic report to inform parents about student performance;<br>-MAP Q&A meeting is offered to inform parents and and answer questions and<br>-MAP individual meetings are also offered to parents to discuss their child's results. |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | professional development time and resources. |  |
|--|--|--|--|--|

\*Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments is a tool to measure student growth and design cur