

# **Logan County Schools**

*Providing a High Quality, World Class Education  
For All Students*

**Programs of Study  
2014-2015**

**Pre-K through Grade 5**



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# *Logan County Schools*

## Mission Statement

*The mission of Logan County Schools is to provide a high-quality education that ensures success for every student through excellence in teaching and learning.*

## Core Beliefs

1. By providing equal and differentiated opportunities students will be able to achieve to their highest potential
2. The expected behavior of students will be guided through the celebration of all successes
3. Through the use of High Quality Standards teachers have the responsibility to instruct and motivate students to achieve his/her highest potential
4. Student learning opportunities will be supported by providing facilities that provide a safe and welcoming environment
5. Through the use of rigorous and relevant curriculum we will provide students with a high quality learning environment
6. Education is a shared responsibility among the student, school, parent, family and community

## Strategic Plan Goals

Logan County Schools will provide an increase in the number of opportunities to  
**Goal 1:** promote a culture of high expectations as measured by the Logan County Liaison Walkthroughs throughout school year 2014-2015.

Logan County Schools will increase the instructional leadership expectations of  
**Goal 2:** administrators through job embedded professional learning to support robust teaching and learning for ALL students.

Logan County Schools will increase proficiency rates in ELA/RLA and  
**Goal 3:** mathematics by 10% as measured by our state assessment.

Logan County Schools will correct 100% of all deficiencies as identified by the  
**Goal 4:** Office of Educational Performance Audit follow up in January, 2015.

## **§126-42-5. Program Definition and Design**

5.1. The education program offered in West Virginia schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to achieve high levels of learning in programs of study through approved content standards and objectives and 21<sup>st</sup> century learning skills and technology tools that prepare students to be lifelong learners and successful citizens in a competitive global society. The education program is based upon information provided through research relevant to best practices and promising next practices in teaching and learning. The education program is structured and based on four programmatic levels: Early Learning Programs, Middle Level Programs, Adolescent Education Programs, and Adult Education Programs. Each county board of education shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow.

5.2. **Early Learning Programs (Grades Pre-K-5)** – Early Learning Programs serving students in grades Pre-K-5 address the holistic needs of all students. A comprehensive approach to early learning is inclusive of a balanced focus on knowledge and skill-building, the development of positive dispositions to learning, provides the potential to improve child outcomes and closes achievement gaps. Based on knowledge of child development and developmentally appropriate practices for learners, the following Early Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5). Early Learning Programs promote a comprehensive approach to strengthening individual students’ literacy proficiency throughout school, specifically regarding the integration of language and communication, mechanics of reading, and content knowledge in developmentally appropriate contexts. To close the literacy achievement gap for all students by third grade, Early Learning Readiness and Primary Programs support students’ development of approaches to learning that provide eagerness for, and interest in, the processes of learning that lead to literacy proficiency. Opportunities to demonstrate literacy growth over time as part of a holistic approach to learning includes, but is not limited to, measuring students’ proficiency with reading development during the third grade year and beyond.

5.2.a. **Early Learning Readiness (Grades Pre-K-Kindergarten)** – Programs serving students enrolled in Early Learning Readiness grades establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in first grade and with lifelong learning. Emphases on social/emotional, cognitive, and motor development provide the foundation of the Early Learning Readiness grades. To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early Learning Readiness grades utilize components of the *Ready, Set, Go! WV Comprehensive Framework for School Readiness*.

5.2.a.1. **Pre-K** – A primary component of West Virginia’s School Readiness framework is the West Virginia Pre-K Child Assessment System, which is inclusive of a formative assessment process that provides data to inform instruction, personalize learning, and share students’ progress with families. This process also provides individual and population outcome data. The System is utilized by all WV Pre-K programs per W. Va. 126CSR28, WVBE Policy 2525: West Virginia’s Universal Access to Quality Early Education System (hereinafter WVBE Policy 2525).

5.2.a.2. **Kindergarten** – Using a formative assessment process that provides data to inform instruction, personalize learning, and share students’ progress with families, Kindergarten programs employ formative assessment methods to assure developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for Kindergarten programs will occur a minimum of two times per year based on the evidence of individual students’ developmental progress toward standards.

5.2.b. **Early Learning Primary (Grades 1-2)** – The Early Learning Primary grades build on the comprehensive approach to personalizing learning inherent in the Early Learning Readiness grades, and provide a context for the development of knowledge and skill building across all content areas. Development continues to span across a broad spectrum for all students and is significant in the offering of daily instruction.

5.2.c. **Early Learning Intermediate (Grades 3-5)** – Students in the Early Learning Intermediate grades begin the transition into middle childhood. An emphasis on the developmental levels of these students must be a continued consideration to support personalized learning, maintaining a balance between content specific focus and integration of content areas of study.

5.2.d. **Early Learning Programming (Grades Pre-K – 5)**

<b>Chart I: Foundations for High-Quality Early Learning Programming (Grades Pre-K – 5)</b>	
<b>Developmentally Appropriate Standards Focused Curriculum</b>	
<p>A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet students’ needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning.</p> <p>Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content areas are provided. Developmentally appropriate integration of content is utilized to provide rigor based on students’ prior experiences, knowledge and developmental levels.</p>	<p><b>Developmental Domains</b> Social/Emotional Cognitive Physical</p> <p><b>Content Areas</b> English Language Arts Mathematics Music Science Social Studies Visual Art Wellness</p>
<b>Developmentally Appropriate Practices for Physical Health and Wellness</b>	
<p>Students in Early Learning Programs require multiple opportunities to engage in movement experiences throughout the instructional day, enhancing the critical link between physical activity and brain functioning.</p> <p>In grades Kindergarten-5, not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided as per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval</p> <p>In grades Kindergarten-5 physical activity in the form of recess or informal physical activity will be provided for no fewer than 30 minutes daily for all students.</p>	<p><b>Physical Education</b></p> <p><b>Physical</b></p>

<p>WV Universal Pre-K classrooms are required to offer no less than 60 minutes of daily outdoor activity, weather permitting. A combination of indoor time may be utilized when weather conditions are conducive. Physical activity is provided through an integrated approach as part of the comprehensive curricular framework as defined by WVBE Policy 2525.</p>	<p><b>Activity</b></p>
<p align="center"><b>Developmentally Appropriate Practices for Global Competence</b></p>	
<p>Global competence is the knowledge, skills, and dispositions which focus on students' understanding and effective participation in their world, as well as issues of global significance that encourage multicultural understanding. Multicultural education programs must be developed and implemented to foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial, and religious backgrounds as per W. Va. Code §18-5-15a.</p> <p>Communicating in a global society requires students to apply developmentally appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. Students utilize world languages through culturally authentic contexts within classroom experiences.</p>	<p><b>Multicultural Education</b></p> <p><b>World Languages</b></p>
<p align="center"><b>Developmentally Appropriate Practices for Formative Assessment Processes</b></p>	
<p>Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.</p>	<p><b>Formative Assessment</b></p>
<p align="center"><b>Developmentally Appropriate Practices for Technology Integration</b></p>	
<p>Technology is integrated throughout classroom experiences as a tool to facilitate the learning process. Students are provided opportunities to engage in and master the standards set forth in W. Va. 126CSR44N, Policy WVBE Policy 2520.14: 21<sup>st</sup> Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter WVBE Policy 2520.14).</p>	<p><b>Technology</b></p>
<p align="center"><b>Developmentally Appropriate Foundations for Student Success and Career Readiness</b></p>	
<p>A standards-based, integrated, comprehensive and developmental school counseling program will assist elementary students with the acquisition of school success and career readiness skills to prepare for success in middle and high school, a variety of postsecondary options and becoming globally competent citizens. School counselors will work collaboratively with other school staff to assist students with overcoming personal/social barriers to learning, academic planning, and making a seamless transition to middle school. Refer to W. Va. 126CSR67, WVBE Policy 2315: Comprehensive School Counseling (hereinafter WVBE Policy 2315).</p> <p>During the early learning years, students' development of positive approaches to learning, problem solving skills, social competence, independence, and sense of self in relationship to the world around them emerge. College, career, and citizenship readiness focuses on developmentally appropriate understandings of foundations of executive functioning.</p>	<p><b>Comprehensive School Counseling Program</b></p> <p><b>College, Career and Citizenship Readiness</b></p>

5.2.e. Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K – 5)

<b>Chart II: Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K – 5).</b>		
<b>Early Learning Readiness (Grades Pre-K-Kindergarten)</b>	<b>Early Learning Primary (Grades 1-2)</b>	<b>Early Learning Intermediate (Grades 3-5)</b>
Early Learning Programs provide responsive environments that include time, space, and developmentally appropriate materials necessary to create print-and language-rich environments conducive for learning and integration of standards. Classrooms are designed and equipped in a manner that supports discovery, small group and individual learning, exploration, and problem solving. Classrooms have sufficient quantity and variety of appropriate materials and resources to support student-centered learning.		
Early Learning Readiness and Primary programs ensure transitions are minimized throughout the day to provide students with maximized opportunities to engage in developmentally effective experiences.		Early Learning Intermediate programs ensure blocks of time are sufficient in duration for student engagement and content integration.
Early Learning Readiness Grades ensure sufficient time is provided for students to engage in developmentally effective experiences that promote developmental growth in all applicable state-approved content standards and objectives.	Early Learning Primary and Intermediate grades ensure sufficient time is provided for students to master content and skills as specified in all applicable state-approved content standards and objectives.	
Early Learning Readiness grades utilize a holistic approach to ensure content areas are interrelated, not addressed in isolation, and based on developmentally appropriate experiences that focus on students’ interests and prior knowledge.	Early Learning Primary grades integrate content areas through developmentally appropriate experiences and instruction based on interests and prior knowledge.	Early Learning Intermediate grades may be ready for developmentally appropriate instruction that is content area focused. This does not preclude the use of integrated instruction that includes student-driven experiences based on interests and prior knowledge.
Instruction in Early Learning programs is personalized and based on the formative assessment process. Collection of authentic evidence is a central component to documenting student progress.		
Early Learning Readiness grades focus on individualized learning through a developmental context.	Healthy integration of Support for Personalized Learning foundations to help students achieve mastery or above in English/Language Arts and mathematics shall be employed in all Early Learning Primary and Intermediate grades.	

\*Guidance for Foundations for High-Quality Early Learning Programming, Classroom Learning Environments, Routines and Instructional Practices provided by the Office of Early Learning.