

			LE: Ensign Learning Center			Packet Ref#
			Model/App: Ensign Learning Center			F.01
			PS: ____ PKT: Policies and Procedures			1 of 2
			Policy Title: 100% Mastery #77			
			100% Mastery F.01			

All tests must be corrected within 48 hours of being taken. Any student who has a subject average below 90% will be put on a catch-up plan. We encourage parents to do parent involvement in their child's classroom if their child's grades are low. The teacher will prepare a catch up plan that includes: 1) List of missed concepts 2) Worksheets for all missed concepts. A Catch-up Plan Contract must be signed. (This can be done over the phone if it is noted and dated on the contract.) A Catch-up Plan Contact Log must be kept on all students. The Catch-up Plan can be done during the help class after school or at home with a parents help. Teachers will go over the missing concepts in class again as much as possible.

Class grades will determine plan of action:

Teachers that have a subject average of 85% or above will fill out a plan of action for students below 90%.

Teachers that have a subject average below 85% will fill out an assessment event process as an action plan to raise the student's grades and review that action plan in a One-On-One meeting with Curriculum Director/Admin. Teachers will review the best practices of highly effective teachers to help create their action plan.

The Curriculum Director will meet with any teachers with below 85% subject averages to monitor progress and adjust the action plans as needed. We will celebrate any increase in grades.

On any quiz or test, if your class scores below an average of 80%, you must re-teach the commonly missed concepts and retake the test or quiz as a class.

Our goal is 100% mastery for every student. If a student misses any concepts on their classroom test, the parents or teacher may help the student complete a catchup plan on the missing concepts and request an appointment to retake the test at the teacher's convenience. Alternatively, the student may schedule a retake class in Ensign's after school program to re-test on those concepts after completing a catchup plan. The teacher may also help her students with a catch up plan and then re-test as a class if the entire class did poorly. The catchup plan must be completed before a re-test. A twin test with only the missed concepts may be used to retest. Only the missed concepts need to be retested; any concepts with which the student has shown mastery do not need to be tested again. A student will not be able to receive higher than 99% and will not be able to receive extra credit on a re-test. The student will receive the higher score achieved (either the test or the retest) and the teacher will make a note that the student has re-tested. A student may retest as many times as desired during the current term as long as they complete a missed concepts catchup plan before each retest. Retesting for tests given in a quarter will not be allowed after the grades have been finalized for that quarter.

If there is an increase in a teacher's subject grade average on the RISE test, that teacher will receive a \$15 bonus for each student that has an increase in their grade of 10 points. There will be a bonus for each subject that the student's grade is increased. This will be determined by Benchmark and RISE scores. This is available for all teachers.

Review intervention for students below 90%. Consider which students are in Tier 1, Tier 2, and Tier 3 and follow through on the action plans that were created in the previous step. Follow instructions in the Detailed Response to Intervention (RTI) Tier 1 - Teacher - In Class, Tier 2 Extra Support Intervention, and Tier 3 Student Success Team Intervention.

**Tier 1 - Teacher - In Class**

This Tier is an approximate 2 week process to monitor progress and allow enough time to see if the in-class intervention is working. The majority of your intervention will take place in this tier. If a student is scoring below 50% in a core subject, they should start the Tier 3 process. For non-core subjects, students will remain in Tier 1 and Tier 2.

Have a catch-up plan prepared for each test ahead of testing. As tests are corrected, pull missing concept's concept sheets and place in a packet for one-on-one or small group instruction time.

After a unit or chapter test, fill out concept sheets to help to identify missing concepts.

What do I do after each test?

Correct the test.

Enter scores and missing concepts into the concept sheet.

Identify missing concepts.

If more than (20%) of students missed a concept on a test - reteach the concept to your entire class. (Let the subject coordinator know you are doing this. This may alter your 180 day plan and you may need suggestions on handling it the best way.)

Determine if a missed concept needs a prerequisite. (Understanding of multiplication, problem solving strategy, study skills, neatness, checking work, etc...)
Create an action plan for all missed concepts. Re-teach, extra practice, re-test.
Every missed concept gets an action plan, even if the student scores above 90%.
Look at student action plan examples.
Whole class instruction or small group instruction in a general education setting
The teacher must understand the daily lesson's or missed concept's objective.
What Is the purpose of this lesson? The end goal is to have the student at 100% mastery.
What concept or skill should my students have understood by the end of the lesson time?
Follow the correction procedure when giving instruction. I do, We do, You do
I do: Teachers teach the concept using different learning techniques, music-jingles-hands on manipulatives-storytelling-etc...to reach all learning styles. You can research on-line, use you-tube, pinterest, and explore educational websites such as IXL, Khan Academy, Prodigy etc... They will have many valuable resources available. You will need to be prepared, do your own homework, and know your stuff! Make learning exciting and fun. Re-teaching missed concepts does not mean giving the student a pack of papers and having them 'work on a packet'. If a child misses a concept they need help with it from the teacher. Remember, the goal is 100% mastery, not demeaning or punishing the child.
We do: The student will practice the concept, the teacher observes the student and corrects and re-teaches as necessary - possibly using a different approach, possibly reinforcing study skills like neatness, checking their work etc....
Work with students that struggle with concepts during individual work time, or small groups.
Formative assessment during instruction, and after instruction on daily work or quizzes.
The teacher must have a way to assess if the concept is mastered. It can be practice problems or a mini quiz. You can also use mini-white boards. Write down a problem and have the students hold up their white board with their work and answer. You can quickly see at a glance who got it and who is still struggling.
You do: The student is given an independent assessment to see if they understand the missing concept on their own.
Monitor student progress and growth over chapters and units.
Tier 2 - Extra Support Intervention
This Tier is an approximate 2 week process to monitor progress and allow enough time to see if the extra support intervention is working. If a student's scores stay at 70% or above, they will remain in the Tier 1 and Tier 2 process. If they aren't making the expected progress, re-assess the Action Plan and try a new approach. If after 2 weeks the student's scores go below 70% they should start the Tier 3 process.
This Tier is where an At Home Action Plan is created and a Catch-up Plan contract is signed by the parent,
Designed for students who aren't making adequate progress according to the goal in the regular classroom setting.
Offered in addition to Tier 1, ideally outside the regular instruction time.
20-40 minutes extra support by classroom teacher, parent or other specialist (a teacher's assistant or tutor are good options.) The After School Program is a good resource as well.
A Catch-up Plan is created and sent home with specific learning goals, clear instructions, and an answer key.
The parent is primarily responsible for the follow-through of completing the Catch-up Plan.
The Teacher/Catch-up Plan Coordinator is primarily responsible for tracking the daily completion of the Catch-up Plan.
This tier is very important to refer to the special education program.
Very close tracking needs to take place.
Tier 3 Student Success Team Intervention
This Tier is intended for extremely low scoring students, students with special needs, and critical students. A Very small percentage of students will be working in this Tier. The goal in this Tier is to provide intense instruction on specific goals and concepts. We want to get students through the process of concept exposure, competency, and mastery and back in the regular class setting as quickly as possible.
Ideally provides in-class support. During instruction time, helps keep students on task. After instruction, work with students one-on-one or in small groups in class.
Instruction sometimes occurs outside of the classroom with a specialist or resource teacher (Special education or Student Success Team).

If pulling students to work on prior concepts, make sure accommodations are made if they are being pulled from another subject such as Computer Science or History, students will be given a 'pass' or alternate modified assignment.

PURPOSE:							
Help students achieve 100% mastery.							