



Policy Type: Required  
Policy Title: Grouping  
Effective: March 9, 2017

Instruction at Lakeview Academy will meet students where they are academically while challenging students to reach ever higher for personal excellence, becoming **confident, capable, contributing** individuals. To facilitate differentiated instruction that is meaningful and appropriate to students' specific learning needs, several grouping strategies may be employed for various students at various times throughout the day. These strategies will be based on sound developmental theory and research and may include, but are not limited to:

1. The Joplin approach (cross-grade grouping).
2. A proficiency approach, where students are grouped according to their capacity, performance level, and/or aptitude.
3. Heterogeneous groups that capitalize on the zone of proximal development, "...the range of tasks or skills that are slightly too difficult for a child to do alone but that she can do successfully with guidance or 'scaffolding' by an adult or more experienced child" (Vygotsky).
4. Grouping may occur within a single class or across classes, allowing grade-level teams to maximize teaching techniques and rotate activities throughout the grade level.

Whole group and small group instruction will be utilized. All groups will be "fluid" and "flexible" and may change throughout the year to facilitate better learning.

To implement effective grouping strategies, teachers will:

1. Be trained on best grouping practices and strategies at least once per year.
2. Meet regularly as professional learning groups to evaluate current student placement and instructional grouping strategies.
3. Use formal and informal assessments –formative, summative, and anecdotal -- to inform placement decisions.
4. Vary the level and pace of instruction according to students' needs.

Every reasonable effort will be made to provide students the opportunity to work at their own ability, level and pace, and not be impeded by another student's rate of progress.

## References

1. Grossen, Bonnie (1996) "How Should We Group to Achieve Excellence with Equity", University of Oregon.



2. Hollifield, John (1987) "Ability Grouping in Elementary School", ERIC Digest #ED 290542.
3. Robison, Mike (1998) "Age Based Tracking Versus Ability Grouping in Elementary School Mathematics", Michigan State University.
4. Tieso, C. (2003) "Ability Grouping is Not Just Tracking Anymore", Davidson Institute for Talent Development.

**Certification**

The undersigned officers and/or directors of Lakeview Academy certify that this Grouping policy was duly adopted as of March 9, 2017 and replaces all previous Grouping policies. .

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_