

Entry 2

Contextual Information and Student Learning Adaptations Bluemont Elementary, Manhattan, KS

Total Number of Students in the School: 438
School Socio-Economic Make-Up: 60%

	Class 1	Class 2	Class 3	Class 4	Class 5
Grade Level/Subject Taught	Kdg - G	Kdg - M	Kdg - U		
Number of Students in Classroom	21	20	22		

<i>Contextual Information:</i>	Class 1	Class 2	Class 3	Class 4	Class 5	<i>Student Learning Adaptations:</i>
Gender Number of Females: Number of Males:	9 12	8 12	9 13			<ul style="list-style-type: none"> • Always intermix male/female groupings. • Gender-free language.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: Other:	15 5 1	10 2 5 1 2	12 4 3 3			<ul style="list-style-type: none"> • Include a variety of musical experiences from different ethnic backgrounds. • Listen and understand students' cultural background and how it influences them.
Language Proficiency Number of English Language Learners (ELL):	1	5	3			<ul style="list-style-type: none"> • Simple language when giving instructions. • Lots of demonstration using manipulatives and kinesthetic learning with fewer words. • Pair students with someone who does well in class and can help guide the learner.
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	N/A	N/A	N/A			<ul style="list-style-type: none"> • Allow for questions and multiple repetitions of musical experiences in order to enhance understanding. • Encourage students to challenge themselves beyond classroom expectations. • Use cooperative learning to bridge the gap between different levels of performance
Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf/Hearing Impairment (HI): Physical Disability: Other Health Impairment:	1 1		1 1			<ul style="list-style-type: none"> • Be aware of behavior and daily cooperation level in order to head-off any foreseeable problems. • Give clear, specific, and if necessary, direct instructions to keep all students on task. • Be aware of discipline and behavior procedures from the primary classroom teacher and how these can be incorporated in music class for stability. • Give praise for positive behavior or improvement in an activity • Proximity and 1-on-1 learning support while the group as a whole repeats an activity
Military Connected Students	N/A	N/A	N/A			<ul style="list-style-type: none"> • Be aware of current family situation. • Accommodate for students moving into and out of the district and their current knowledge.

Entry 2

Contextual Information and Student Learning Adaptations Bluement Elementary, Manhattan, KS

Total Number of Students in the School: 242
School Socio-Economic Make-Up: 55%

	Class 1	Class 2	Class 3	Class 4	Class 5
Grade Level/Subject Taught	Kdg - A	Kdg - B	Kdg - D	1 st - B	1 st - C
Number of Students in Classroom	20	18	18	21	20

<i>Contextual Information:</i>	Class 1	Class 2	Class 3	Class 4	Class 5	<i>Student Learning Adaptations:</i>
Gender Number of Females: Number of Males:	10 10	8 10	8 10	8 13	8 12	<ul style="list-style-type: none"> • Always intermix male/female groupings. • Gender-free language.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: Other:	13 3 1 1 1 1	11 4 3	14 4	14 4 2 1	12 4 3 1	<ul style="list-style-type: none"> • Include a variety of musical experiences from different ethnic backgrounds. • Listen and understand students' cultural background and how it influences them.
Language Proficiency Number of English Language Learners (ELL):	1	1	0	2	2	<ul style="list-style-type: none"> • Simple language when giving instructions. • Lots of demonstration using manipulatives and kinesthetic learning with fewer words. • Pair students with someone who does well in class and can help guide the learner.
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> • Allow for questions and multiple repetitions of musical experiences in order to enhance understanding. • Encourage students to challenge themselves beyond classroom expectations. • Use cooperative learning to bridge the gap between different levels of performance
Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf/Hearing Impairment (HI): Physical Disability: Other Health Impairment:	2	4	2 1	2	1	<ul style="list-style-type: none"> • Be aware of behavior and daily cooperation level in order to head-off any foreseeable problems. • Give clear, specific, and if necessary, direct instructions to keep all students on task. • Be aware of discipline and behavior procedures from the primary classroom teacher and how these can be incorporated in music class for stability. • Give praise for positive behavior or improvement in an activity • Proximity and 1-on-1 learning support while the group as a whole repeats an activity
Military Connected Students	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> • Be aware of current family situation. • Accommodate for students moving into and out of the district and their current knowledge.

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Bluemont Elementary, Manhattan, KS

Total Number of Students in the School: 242
 School Socio-Economic Make-Up: 55%

	Class 1	Class 2	Class 3	Class 4	Class 5
Grade Level/Subject Taught	2 nd - C	2 nd - M	3 rd - F	3 rd - M	
Number of Students in Classroom	19	19	18	18	

<i>Contextual Information:</i>	Class 1	Class 2	Class 3	Class 4	Class 5	<i>Student Learning Adaptations:</i>
Gender Number of Females: Number of Males:	7 12	7 12	9 9	8 10		<ul style="list-style-type: none"> • Always intermix male/female groupings. • Gender-free language.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: Other:	14 3 1 1	11 3 2 2 1	11 2 3 1 1	14 2 1 1		<ul style="list-style-type: none"> • Include a variety of musical experiences from different ethnic backgrounds. • Listen and understand students' cultural background and how it influences them.
Language Proficiency Number of English Language Learners (ELL):	0	2	2	0		<ul style="list-style-type: none"> • Simple language when giving instructions. • Lots of demonstration using manipulatives and kinesthetic learning with fewer words. • Pair students with someone who does well in class and can help guide the learner.
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	N/A	N/A	N/A	N/A		<ul style="list-style-type: none"> • Allow for questions and multiple repetitions of musical experiences in order to enhance understanding. • Encourage students to challenge themselves beyond classroom expectations. • Use cooperative learning to bridge the gap between different levels of performance
Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf/Hearing Impairment (HI): Physical Disability: Other Health Impairment:	3 1 1	2 1	3 1	4 1		<ul style="list-style-type: none"> • Be aware of behavior and daily cooperation level in order to head-off any foreseeable problems. • Give clear, specific, and if necessary, direct instructions to keep all students on task. • Be aware of discipline and behavior procedures from the primary classroom teacher and how these can be incorporated in music class for stability. • Give praise for positive behavior or improvement in an activity • Proximity and 1-on-1 learning support while the group as a whole repeats an activity
Military Connected Students	N/A	N/A	N/A	N/A		<ul style="list-style-type: none"> • Be aware of current family situation. • Accommodate for students moving into and out of the district and their current knowledge.

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 School Socio-Economic Make-Up: 55%

	Class 1	Class 2	Class 3	Class 4	Class 5
Grade Level/Subject Taught	4 th – S	5 th – P	6 th – J		
Number of Students in Classroom	18	23	25		

<i>Contextual Information:</i>	Class 1	Class 2	Class 3	Class 4	Class 5	<i>Student Learning Adaptations:</i>
Gender Number of Females: Number of Males:	10 8	14 9	13 11			<ul style="list-style-type: none"> • Always intermix male/female groupings. • Gender-free language.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: Other:	14 1 2 1	15 2 4 1 1	19 2 3			<ul style="list-style-type: none"> • Include a variety of musical experiences from different ethnic backgrounds. • Listen and understand students’ cultural background and how it influences them.
Language Proficiency Number of English Language Learners (ELL):	2	3	2			<ul style="list-style-type: none"> • Simple language when giving instructions. • Lots of demonstration using manipulatives and kinesthetic learning with fewer words. • Pair students with someone who does well in class and can help guide the learner.
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	N/A	N/A	N/A			<ul style="list-style-type: none"> • Allow for questions and multiple repetitions of musical experiences in order to enhance understanding. • Encourage students to challenge themselves beyond classroom expectations. • Use cooperative learning to bridge the gap between different levels of performance
Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf/Hearing Impairment (HI): Physical Disability: Other Health Impairment:	 1	2	3			<ul style="list-style-type: none"> • Be aware of behavior and daily cooperation level in order to head-off any foreseeable problems. • Give clear, specific, and if necessary, direct instructions to keep all students on task. • Be aware of discipline and behavior procedures from the primary classroom teacher and how these can be incorporated in music class for stability. • Give praise for positive behavior or improvement in an activity • Proximity and 1-on-1 learning support while the group as a whole repeats an activity
Military Connected Students	N/A	N/A	N/A			<ul style="list-style-type: none"> • Be aware of current family situation. • Accommodate for students moving into and out of the district and their current knowledge.