



**Mehlville School District**



In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

**What is your current status? (These questions have been adapted from the Missouri State Literacy Plan)**

**What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy, and social emotional achievement? (See Tiered Model template)**

**How do building/district leaders support literacy, numeracy, and social emotional instruction across the curriculum and for all students?**

- Administration attends professional learning with Curriculum Directors
- Building Admin develop building CSIP plans annually in collaboration with Area Coordinators
- Building CSIP addresses the current gap between Total and special ed subgroup performance
- The teacher evaluation process, walk throughs, engagement data collected by admin, review of building data
- Each building reports to the MSD BOE annually with regard to student achievement data, SEL (Social and Emotional Learning) and other areas

**What supports are in place to sustain evidence-based practices in literacy, numeracy, and social emotional development?**

- Classroom Walkthroughs, professional learning, coaching

**How does our school/district provide support for all teachers to ensure professional growth in literacy, numeracy, and social emotional development?**

- MSD Curriculum Directors develop and provide professional learning in the areas of literacy and numeracy for all teachers
- Special education leadership team, MSD C&I department, principals, instructional coaches develop an annual professional learning plan aligned to building CSIP, Area Plans and Region Plans
- SSD (Special School District) and MSD provide professional learning for both general education and special education in literacy, numeracy and SEL
- Teachers attend outside professional learning as needed
- All teachers are provided with classroom materials necessary for instruction

**How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations?**

- Each curricular area is on a rotation for review - 5-year timeline
- Teachers, District and Building level admin develop curriculum committees to review, revise curriculum and ensure alignment to the Missouri Learning Standards

**What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?**

- All levels of the District are represented in curriculum revision to ensure alignment

**What are our processes to write, review, revise and adopt curriculum? How is special education included in this process?**

- As stated above, special education teachers and admin are included in the curriculum revision process

**How do we ensure instruction within the comprehensive literacy, numeracy and social emotional curriculum meets the needs of each student?**

- District and building level admin review district student achievement data in the areas of literacy, numeracy and SEL
- Building level/grade level teams review student data and make decisions with regard to the need for intervention
- Special Education Data Teams meet (by building) to review data and make adjustments as necessary for special education
- Student data is collected and reviewed for students participating in intervention

**How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?**

- Curriculum Directors provide resources and training to all teachers as needed including special education teachers
- MSD solicits input from grade level teachers on materials/resources through the curriculum writing committees - o  
Several vendors/materials are selected for review by the committee
  - o Teachers are invited to review materials
  - o Once material/textbooks/resources are narrowed down - grade level teachers are selected to "pilot" materials, provide feedback to Curriculum Committee and District leadership
  - o In reviewing the teacher feedback, Curriculum Committees and District leadership make the final decision on purchase
  - o Special Education teachers participate on committees

**How have we developed an effective and coherent assessment system in our classrooms/buildings/district?**

- The District Assessment Plan addresses the assessment system within the district
- The Assessment Plan is reviewed and adjusted annually by the Assistant Superintendent of C & I, C & I Department in conjunction with the Director of Special Education

### **How do we use ongoing classroom formative and summative assessments, district benchmarks and state-required assessments?**

- Special education teachers and Area Coordinators participate in building data teams to review student progress with regard to special education
- Building, grade level teams review district assessments, formative data
- Building and District teams review state level assessments and use data to develop building CSIP plans
- Building CSIP plans are reviewed quarterly with MSD CO (Central Office) staff including Director of Special Education

### **How do we determine which assessments to use in our classrooms/ buildings/district?**

- The District Curriculum and Instruction Department determines district assessments which includes special education participation
- District Assessments are reviewed for the following: norm referenced, alignment to MSD curriculum standards, progress monitoring capability, easy of use, time for administration, ease of analysis and instructional materials to support

### **How do we help all educators become assessment literate?**

- Providing ongoing professional development
- School psychologists support building and grade level teams in the use of assessment data to drive grade level and building level decisions
- Building Administration provides annual BOE updates regarding building assessment data; Building administration present building data during admin meetings to solicit feedback; building level and grade level teams meet to discuss and review assessment data
- District Level MTSS team reviews District level data monthly - lead by the Director of Special Education

### **How do our programs and practices engage families/partners in literacy, numeracy, and social emotional development?**

- Families are provided information with regard to the curriculum and activities by building level newsletters, social media, and teacher communication

### **Definitions:**

**Reading/Literacy Tier One:** Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight Words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

**Reading/Literacy Tier Two:** Provide intensive, systematic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for

20-40 minutes Should be extremely focused on explicit instruction of foundational skills

Assessment: progress monitor at least monthly to determine progress and need

**Reading/Literacy Tier Three:** Provide **intensive instruction daily that promotes the development of various components of reading proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

## Reading/Literacy/Writing

**Goal:**

<b>Grade:</b>	<b>Priority Standards</b>	<b>Tier One (Universals/Core)</b>	<b>Tier Two (Intervention)</b>	<b>Tier Three - (Remediation)</b>
<b>K</b>	1. Identifies upper and lowercase letters 2. Knows all consonant/vowel sounds 3. Isolates phonemes 4. Reads snap words 5. Uses strategies to decode unknown words 6. Reads at expected instructional level Current reading level 7. Identifies the main idea and supporting details of an informational text 8. Retells using story elements Writing: Produces writing that is organized and developed 2. Writes a simple sentence with correct capitalization and punctuation 3. Uses phonetic spelling 4. Uses correct direction and spacing	<b>Setting:</b> Gen Ed  <b>Resources:</b> Lucy Calkins  <b>Assessments:</b> Next Steps for Guided Reading Assessment (NSGRA); IREADY; Mastery Connect	<b>Setting:</b> Gen Ed/Pull out/Push In/ CT *variable among  buildings/grade levels  <b>Resources:</b> LU; Phonics First, SPIRE, SIPPS, Sondy (Forder Elementary)  <b>Assessments:</b> Running Records, FAST, IREADY	<b>Setting:</b> Pull Out, Center-based  Alternative Curriculum  <b>Resources:</b> SPIRE, SIPPS, Six Minute Solution, Early Literacy Skills Builder (ELSB), Unique Learning Systems (ULS), Step Up to Writing  <b>Assessments:</b> FAST, IREADY Reading
<b>1</b>	Reads at expected instructional level Current reading level 2. Reads snap words 3. Retells using story elements 4. Identifies the main idea and supporting details of a text 5. Uses strategies to decode unknown words.	<b>Setting:</b> Gen Ed  <b>Resources:</b> Lucy Calkins	<b>Setting:</b> Gen Ed/Pull out/Push In/ CT *variable among buildings/grade levels	<b>Setting:</b> Pull Out, Center-based Alternative Curriculum

	<p>Writing:          Produces writing that is organized and developed 2. Produces a variety of complete sentences 3. Uses correct capitalization 4. Uses correct punctuation 5. Uses processes to spell when writing</p>	<p><b>Assessments:</b> NSGRA; IREADY; Mastery Connect</p>	<p><b>Resources:</b> LU; Phonics First, SPIRE, SIPPS, Sonday (Forder Elementary)</p> <p><b>Assessments:</b> Running Records, FAST, IREADY</p>	<p><b>Resources:</b> SPIRE, SIPPS, Six Minute Solution, Early Literacy Skills Builder (ELSB), Unique Learning Systems (ULS), Step Up to Writing</p> <p><b>Assessments:</b> FAST, IREADY Reading</p>
2	<p>Reads at expected instructional level Current reading level 2. Retells information from literature to demonstrate understanding 3. Identifies the main idea and supporting details of an informational text 4. Identifies and uses text features to locate key facts 5. Describe character's actions and feelings in literature 6. Uses strategies to decode unknown words Writing: Produces writing that is organized 2. Produces writing that is developed 3. Produces a variety of complete sentences and uses correct parts of speech 4. Uses correct capitalization 5. Uses correct punctuation 6. Uses processes to spell when writing</p>	<p><b>Setting:</b> Gen Ed</p> <p><b>Resources:</b> Lucy Calkins</p> <p><b>Assessments:</b> NSGRA; IREADY; Mastery Connect</p>	<p><b>Setting:</b> Gen Ed/Pull out/Push In/CT *variable among buildings/grade levels</p> <p><b>Resources:</b> LU; Phonics First, SPIRE, SIPPS, Sonday (Forder Elementary)</p> <p><b>Assessments:</b> Running Records, FAST, IREADY</p>	<p><b>Setting:</b> Pull Out, Center-based</p> <p>Alternative Curriculum</p> <p><b>Resources:</b> SPIRE, SIPPS, Six Minute Solution, Early Literacy Skills Builder (ELSB), Unique Learning Systems (ULS), Step Up to Writing</p> <p><b>Assessments:</b> FAST, IREADY Reading</p>
3	<p>Reads at expected instructional level Current reading level 2. Recounts events from a text in order 3. Determines the main idea and supporting details of a text 4. Determines central message or theme 5. Analyzes characters to comprehend a text 6. Determines the meaning of words and phrases in a text 7. Uses text features to locate key facts 8. Compares and contrasts various elements in multiple text</p>	<p><b>Setting:</b> Gen Ed</p> <p><b>Resources:</b> Lucy Calkins</p> <p><b>Assessments:</b> NSGRA; IREADY</p>	<p><b>Setting:</b> Gen Ed/Pull out/Push In, CT* variable among buildings and grade levels</p> <p><b>Resources:</b> LU &amp; Phonics First, SPIRE, SIPPS, Phonics for Reading, Six Minute Solution, Step Up to Writing</p> <p><b>Assessments:</b> Running Record,</p>	<p><b>Setting:</b> Pull Out, Center-based Alternative Curriculum</p> <p><b>Resources:</b> Phonics for Reading, REWARDS, SPIRE, SIPPS, Six Minute Solution, Wilson, Early Literacy Skills Builder</p>

	<p>Writing:          Produces writing that is organized          2. Produces writing that is developed          3. Uses correct grammar, capitalization, and punctuation          4. Uses processes to spell when writing</p>		FAST, IREADY	<p>(ELSB), Unique Learning Systems (ULS), Step Up to Writing  <b>Assessments:</b> FAST, IREADY Reading, ELASC</p>
4	<p>Reads at expected instructional level Current reading level 2. Determines the main idea and supporting details of an informational text          3. Determines central message or theme of literature          4. Analyzes characters to comprehend a text          5. Determines the meaning of words and phrases in a text          6. Describes the structure of an informational text          7. Compares and contrasts various elements in multiple texts          Writing:          Produces writing that is organized          2. Produces writing that is developed          3. Uses correct grammar, capitalization, and punctuation          4. Uses processes to spell when writing</p>	<p><b>Setting:</b> Gen Ed  <b>Resources:</b> Lucy Calkins  <b>Assessments:</b> NSGRA; IREADY</p>	<p><b>Setting:</b> Gen Ed/Pull out/Push In, CT* variable among buildings and grade levels  <b>Resources:</b> LLI &amp; Phonics First, SPIRE, SIPPS, Phonics for Reading,          Six Minute Solution, Step Up to Writing  <b>Assessments:</b> Running Record, FAST, IREADY</p>	<p><b>Setting:</b> Pull Out, Center-based Alternative Curriculum  <b>Resources:</b> Phonics for Reading, SPIRE,          REWARDS, SIPPS, Six Minute Solution, Wilson, Early Literacy Skills Builder (ELSB), Unique Learning Systems (ULS), Step Up to Writing  <b>Assessments:</b> FAST, IREADY Reading, ELASC</p>
5	<p>Reads at expected instructional level Current reading level 2. Determines central message or theme of literature          3. Analyzes characters to comprehend          4. Determines the meaning of words and phrases in a text          5. Describes the structure of an informational text          6. Compares and contrasts various elements in multiple texts          7. Determines the main idea and supporting details of an</p>	<p><b>Setting:</b> Gen Ed  <b>Resources:</b> Lucy Calkins  <b>Assessments:</b> NSGRA; IREADY</p>	<p><b>Setting:</b> Gen Ed/Pull out/Push In, CT* variable among buildings and grade levels  <b>Resources:</b> LLI &amp; Phonics First, SPIRE, SIPPS, Phonics for Reading, Six Minute Solution, Step Up to Writing</p>	<p><b>Setting:</b> Pull Out, Center-based Alternative Curriculum  <b>Resources:</b> Phonics for Reading, SPIRE, REWARDS, SIPPS, Six</p>

	<p>informational text</p> <p>Writing: Produces writing that is organized 2. Produces writing that is developed 3. Uses correct grammar, capitalization, and punctuation 4. Uses processes to spell when writing</p>		<p><b>Assessments:</b> Running Record, FAST, IREADY</p>	<p>Minute Solution, Wilson, Early Literacy Skills Builder (ELSB), Unique Learning Systems (ULS), Step Up</p> <p>to Writing</p>
				<p><b>Assessments:</b> FAST, IREADY Reading, ELASC</p>
6	<p>1st Semester</p> <p>Power Standard 6.RL.1. D .b- Using appropriate text, summarize the text</p> <p>Power Standard MSD. RL.I Identify elements of fiction, including how the setting, characters, and plot of a text affect each other and contribute to meaning</p> <p>Power Standard 6.W.3.A.c - Review, revise, and edit writing with consideration for the task, purpose, and audience: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>Power Standard 6.RL.1.A - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Setting:</b> Gen Ed</p> <p><b>Resources:</b> Gateway Writing; Balanced Literacy</p> <p><b>Assessments:</b> STAR; IXL (WMS only)</p>	<p><b>Setting:</b> General Ed - CT</p> <p><b>Resources:</b> Six Minute Solution, REWARDS Reading, Step Up to Writing; KU Writing Strategies, REWARDS Writing, Strategic Instruction Model (SIMS) Strategies</p> <p><b>Assessments:</b> FAST; STAR, IXL (WMS only)</p> <p>*After school tutoring - for some students with reading plans- variable implementation</p>	<p><b>Setting:</b> Pull Out; Replacement classes; Center-based Classes Alternative Curriculum</p> <p><b>Resources:</b> SIPPS, ISPIRE, SPIRE, ELSB, REWARDS Reading, Wilson, Six Minute Solution, Unique Learning Systems, Step Up to Writing, KU Writing Strategies; REWARDS Writing; SIM Strategies</p> <p><b>Assessments:</b> FAST, STAR, ELASC, IXL (WMS only)</p>

	Power Standard 6.W.2.A.A - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; Narrative: Develop narratives including poems about real or			
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	<p>imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques, and relevant, descriptive details.</p> <p>Power Standard 6.RL.1. B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <p>Power Standard 6.RL.1.D. a - Using appropriate text, determine the theme(s) of a text and cite evidence of its development</p> <p>Power Standard 6.RL.2. D Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>2nd Semester</p> <p><u>6.W.2.A.B</u> - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>			
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	<p><u>6.RI.1.A</u> - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>6.W.2.A.C</u> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p> <p><u>6.W.2.A.C</u> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p> <p><u>6. RI.1. B</u> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>			
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	<p><u>6.SL.2.C</u> - Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.</p>			
7	<p>The student will write informally on a weekly basis, analyzing and responding to texts, and incorporating evidence from texts. 2. The student will master paragraph writing skills, focusing on formatting, and incorporating evidence, with at least three developed pieces per grading term. 3. The student will write a minimum of two polished, multi-paragraph essays over the course of the year, following a writing process that includes revision and editing for standard English usage; genres will include exposition and argumentation. 4. The student will follow a style guide to format essays and projects and to cite sources while avoiding plagiarism. 5. The student will participate in informal discussions, presentations, peer feedback, or collaborative groups on a daily basis. 6. The student will complete at least one polished researched project, incorporating a minimum of three credible sources and will engage monthly in informal research. 7. The student will read, discuss, analyze, and apply literary devices to a minimum of three longer volumes of work, including at least</p>	<p><b>Setting:</b> Gen Ed</p> <p><b>Resources:</b> Gateway Writing; Balanced Literacy</p> <p><b>Assessments:</b> STAR; IXL (WMS only)</p>	<p><b>Setting:</b> General Ed - CT</p> <p><b>Resources:</b> Six Minute Solution, REWARDS Reading, Step Up to Writing; KU Writing Strategies, REWARDS Writing, Strategic Instruction Model (SIMS) Strategies</p> <p><b>Assessments:</b> FAST; STAR, IXL (WMS only)</p> <p>*After school tutoring - for some students with reading plans- variable implementation</p>	<p><b>Setting:</b> Pull Out; Replacement classes; Center-based Classes Alternative Curriculum</p> <p><b>Resources:</b> SIPPS, ISPIRE, SPIRE, EL SB, REWARDS Reading, Wilson, Six Minute Solution, Unique Learning Systems, Step Up to Writing, KU Writing Strategies; REWARDS Writing; SIMS Strategies</p> <p><b>Assessments:</b> FAST, STAR, IXL (WMS), ELASC</p>

	one novel and at least one non-fiction on piece at an appropriate level of text complexity. 8. The student will read extensively in a variety of genres, including short fiction, short nonfiction and informational text, and poetry, averaging a minimum of 50 pages of reading per week at an			
	appropriate level of text complexity y. 9. The student will write informally on a weekly basis, analyzing and responding to texts, and incorporating evidence from texts. 10. The student will participate in informal discussions, presentations, peer feedback, or collaborative groups on a daily basis. 11. The student will plan and present formally a minimum of one time over the course of the year with an emphasis on developing presentation skills (such as eye contact, tone, volume, pace, articulation, and pronunciation); the presentation may be collaborative or multi-media.			
8	1. The student will write a minimum of three polished, multi-paragraph essays over the course of the year, following a writing process that includes revision and editing for standard English usage; genres will include expository, argumentative, and narrative writing. 2. The student will write informally on a weekly basis, analyzing and responding to texts, and incorporate evidence from texts. 3. The student will follow a style guide to format essays and projects and to cite sources while avoiding	<b>Setting:</b> Gen Ed  <b>Resources:</b> Gateway Writing; Balanced Literacy  <b>Assessments:</b> STAR; (IXL WMS only)	<b>Setting:</b> General Ed - CT  <b>Resources:</b> Six Minute Solution, REWARDS Reading, Step Up to Writing; KU Writing Strategies, REWARDS Writing, Strategic Instruction Model (SIMS) Strategies  <b>Assessments:</b> FAST; STAR; IXL (WMS only)  *After school tutoring - for some students with reading plans- variable	<b>Setting:</b> Pull Out; Replacement classes; Center-based Classes Alternative Curriculum  <b>Resources:</b> SIPPS, ISPIRE, SPIRE, ELSB, REWARDS Reading, Wilson, Six Minute Solution, Unique Learning Systems, Step Up to Writing, KU Writing Strategies; REWARDS Writing; SIMS Strategies  <b>Assessments:</b> FAST, STAR, IXL (WMS only),

	<p>plagiarism.</p> <p>4. The student will participate in informal discussions, presentations, peer feedback, or collaborative groups on a daily basis. 5. The student will plan and present formally a minimum of one time over the course of the year with an emphasis on developing presentation skills (such as eye contact, tone, volume, pace, articulation, and pronunciation); the presentation may be collaborative or multi-media. 6. The</p>		implementation	ELASC
	<p>student will complete two polished researched projects, at least one of which will be an essay, distinguishing among and utilizing a minimum of five credible sources.</p> <p>7. The student will engage monthly in formal and informal research. 8. The student will read, discuss, analyze, and apply literary devices to a minimum of three longer volumes of work, including at least one novel and at least one non-fiction piece, at an appropriate level of text complexity. 9. The student will read extensively in a variety of genres, including short fiction, short nonfiction and informational text and poetry, averaging a minimum of 50 pages of reading per week at an appropriate level of text complexity. 10. The student will write informally on a weekly basis, analyzing and responding to texts, and incorporating evidence from texts. 11. The student will participate in informal discussions, presentations, peer feedback, or collaborative groups on a daily basis. 12. The student</p>			

	will plan and present formally a minimum of one time over the course of the year with an emphasis on developing presentation skills such as eye contact, tone, volume, pace, articulation, and pronunciation. 13. The student will engage monthly informal and informal research.			
9	English I: 1. The student will read, analyze, and discuss texts across a variety of genres, including fiction, drama, poetry, literary non-fiction, and informational text, averaging a minimum of 40 pages per week. (A+ Reading). 2. The student will read closely, applying questioning	<b>Setting:</b> Gen Ed  <b>Resources:</b> Teacher Resources	<b>Setting:</b> CT; Teacher Advisory Period (TAP)/Academic Networking Period (ANP)	<b>Setting:</b> Foundation Classes (Replacement classes: Special education only), Center Based Classes (alternative curriculum:
	and reading strategies to a variety of texts. 3. The student will complete a minimum of three polished essays per school year, including argument and informational writing, following a writing process including revision and editing for standard English usage. (A+ Writing). 4. The student will incorporate narrative techniques into academic writing. 5. The student will plan and participate in a minimum of one polished project that follows a development process. 6. The student will write informally on a weekly basis with a focus on fluency and ideas. 7. The student will learn and apply research skills, develop support, and evidence, and cite formally following a style guide. (A+ Research) 8. The student will learn and apply active listening and speaking skills and will respond to audio and video clips. (A+ Speaking and Listening) 9. The student will plan and	<b>Assessments:</b> Mastery Connect benchmark assessments; IXL	<b>Resources:</b> Teacher Resources & Six Minute Solution, Step Up to Writing, KU Writing  <b>Assessments:</b> Mastery Connect benchmark assessment s; IXL	special education only); Community Based Vocational Instruction  <b>Resources:</b> Wilson, Six Minute Solution, Unique Learning Systems, REWARDS Writing, KU Writing, Write to Learn  <b>Assessments:</b> Mastery Connect benchmark assessments; STAR

	<p>participate in a minimum of one oral presentation with an emphasis on developing presentation skills such as eye contact, tone, volume, pace, articulation, and pronunciation. 10. The student will participate in and reflect on formal and informal class discussions.</p>			
10	<p>English II: World Literature and Composition</p> <p>Course Objectives: 1. The student will read, analyze, and discuss texts across a variety of genres, including fiction, drama, poetry, literary non-fiction, and informational text, averaging a minimum of 60 pages per week. (A+ Reading). 2. The student will read closely with an emphasis on deep comprehension</p>	<p><b>Setting:</b> Gen Ed</p> <p>Resources: Teacher Resources</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p><b>Setting:</b> CT; Teacher Advisory Period (TAP)/Academic Networking Period (ANP)</p> <p><b>Resources:</b> Teacher Resources &amp; Six Minute Solution, Step Up to Writing, KU Writing</p>	<p><b>Setting:</b> Foundation Classes (Replacement</p> <p>classes: Special education only), Center Based Classes (alternative curriculum: special education only).</p>

	<p>and will apply questioning and reading strategies to a variety of texts. 3. The student will complete a minimum of two polished essays per semester, including argument and informational writing, following a writing process including revision and editing for standard English usage. (A+ Writing). 4. The student will plan and participate in a minimum of one polished project introducing rhetorical strategies and following a development process. 5. The student will write informally on a weekly basis with a focus on fluency and ideas. 6. The student will learn and apply research skills, develop support and evidence, summarize, paraphrase, and cite formally following a style guide. (A+ Research) 7. The student will learn and apply active listening and speaking skills and will respond to audio and video clips. (A+ Speaking and Listening)</p>		<p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p>Community Based Vocational Instruction</p> <p><b>Resources:</b> Wilson, Six Minute Solution, Unique Learning Systems, REWARDS Writing, KU Writing; Write to Learn</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL, STAR</p>
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11	<p>English III: English Literature and Composition</p> <p>Course Objectives:</p> <p>1. The student will read, analyze, and discuss texts across a variety of genres, including fiction, drama, poetry, literary non-fiction, and informational text, averaging a minimum of 60 pages per week. (A+ Reading). 2. The student will read closely with an emphasis on deep comprehension and will apply annotating, questioning, and reading strategies to a variety of texts. 3. The student will complete a minimum of three polished essays focused on argumentation and research, per semester, following a writing process including revision and editing for standard English usage. (A+ Writing). 4. The student</p>	<p><b>Setting:</b> Gen Ed</p> <p>Resources: Teacher Resources</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p><b>Setting:</b> CT; Teacher Advisory Period (TAP)/Academic Networking Period (ANP)</p> <p><b>Resources:</b> Teacher Resources &amp; Six Minute Solution, Step Up to Writing, KU Writing</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p><b>Setting:</b> Foundation Classe (Replacement classes: Special education only), Center Based Classes (alternative curriculum: special education only); Community Based Vocational Instruction</p> <p><b>Resources:</b> Wilson, Six Minute Solution, Unique Learning Systems, REWARDS</p>
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	<p>will complete a minimum of one polished project each semester incorporating rhetorical strategies and following a development process. 5. The student will write informally on a weekly basis with a focus on fluency and ideas. 6. The student will learn and apply research skills, including formulating questions and arguments, developing quality support and evidence, summarizing, and paraphrasing, and citing formally following a style guide. (A+ Research) 7. The student will learn and apply active listening and speaking skills and will respond rhetorically to audio and video clips with a focus on analysis. (A+ Speaking and Listening) 8. The student will plan and participate in a minimum of one formal oral presentation per semester. 9. The student will participate in formal and informal class discussions, including Socratic seminars, and will reflect on group discussions.</p>			<p>Writing, KU Writing, Write to Learn</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL; STAR</p>
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12	<p>English IV: College Composition Course Objectives :1. The student will, before submitting essays for evaluation, use the writing process which includes planning, drafting, editing, responding to reader critiques, and revision. 2. The student will write various types of essays. (A+: Writing) 3. The student will revise and edit essays for standard English and stylistic development. 4. The student will write a researched essay incorporating a variety of sources, which may include print, electronic, and field research. 5. The student will demonstrate use of ethical scholarship to cite research sources according to MLA Guidelines. 6. The student will demonstrate the ability</p>	<p><b>Setting:</b> Gen Ed</p> <p>Resources: Teacher Resources</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p><b>Setting:</b> CT; Teacher Advisory Period (TAP)/Academic Networking Period (ANP)</p> <p><b>Resources:</b> Teacher Resources &amp; Six Minute Solution, Step Up to Writing, KU Writing</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL</p>	<p><b>Setting:</b> Foundation Classes (Replacement classes: Special education only), Center Based Classes (alternative curriculum: special education only); Community Based Vocational Instruction</p> <p><b>Resources:</b> Wilson, Six Minute Solution, Unique Learning</p>
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	<p>to plan and produce a written formal research paper of five-fifteen pages, employing correct MLA style (A+: Research).</p> <p>7. The student will utilize Standard English in two-four organized oral presentations defined by purpose, audience, and time. (A+: Speaking)</p> <p>8. The student will expand their oral, auditory, and written vocabulary gleaned from British Literature and ACT/ SAT lists. (A+: Reading)</p>			<p>Systems, REWARDS Writing, KU Writing, Write to Learn</p> <p><b>Assessments:</b> Mastery Connect benchmark assessments; IXL; STAR</p>
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#### Definitions:

**Math Tier One:** Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions, and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

**Math Tier Two:** Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes Should be extremely focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and calmativie review

Assessment: progress monitor at least monthly to determine progress and need

**Math Tier Three:** Provide **intensive instruction daily that promotes the development of various components of math proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

**Math  
Goal:**

<b>Grade:</b>	<b>Priority Standards</b>	<b>Tier One (Universals/Core)</b>	<b>Tier Two (Intervention)</b>	<b>Tier Three (Remediation)</b>
<b>K</b>	Counts to 100 by ones Counts to 100 by tens Uses numbers to represent a group of objects Compares quantities (greater than, less than, equal to) Compares numbers between 1 and 10 Names, compares, and describes two and three dimensional shapes Solves addition and subtraction word problems within 10 Understands numbers up to 19 as tens and ones Compares attributes of two objects	<b>Setting:</b> General Ed  <b>Resources:</b> Ready Mathematics (Curriculum Associates)  <b>Assessments:</b> /READY ** DIAL 4 {20/21}	<b>Setting:</b> Pull out; Push In  <b>Resources:</b> Best Practices in Math Interventions (e.g., Marzano, manipulatives); Hand to Mind  <b>Assessments:</b> IReady; FAST;	<b>Setting:</b> Pull Out/Push In  <b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning Systems; Focus Math, Number Worlds, Math  in Practice  <b>Assessments:</b> /READY FAST, Math Skills Checklist
<b>1</b>	Flexibly adds and subtracts within 20 using a variety of strategies Uses addition and subtraction to solve different types of word problems within 20 Understands that two-digit numbers are made up of tens and ones Finds ten more and ten less than the given number Uses standard and non-standard measurement Identifies and uses defining attributes of two-dimensional shapes	<b>Setting:</b> General Ed  <b>Resources:</b> Ready Mathematics  (Curriculum Associates)  <b>Assessments:</b> IREADY ** DIAL 4 (20/21)	<b>Setting:</b> Pull out; Push In  <b>Resources:</b> Best Practices in Math Interventions (e.g. Marzano, manipulatives); Hand to Mind  <b>Assessments:</b> IReady; FAST;	<b>Setting:</b> Pull Out/Push In  <b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning Systems; Focus Math, Number Worlds, Math in Practice  <b>Assessments:</b> /READY; FAST, Math Skills Checklist

2	<p>Flexibly adds and subtracts within 20 using mental strategies Flexibly adds and subtracts within 100 using a variety of strategies Adds and subtracts within 100 to solve 1 and 2 step word problems Solves word problems involving money Tells and writes time to the nearest 5-minute interval Creates a line plot using</p> <p>student collected measurement data Recognizes, draws, and identifies shapes</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Ready Mathematics (Curriculum Associates)</p> <p><b>Assessments:</b> IREADY ** DIAL 4 (20/21)</p>	<p><b>Setting:</b> Pull out; Push In</p> <p><b>Resources:</b> MSD Interventionists use curricular material; Hand to Mind</p> <p><b>Assessments:</b> IReady; FAST; * * MSD has (5) Math Interventionists across K-5 buildings- mainly tutoring**</p>	<p><b>Setting:</b> Pull Out/Push In</p> <p><b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning</p> <p>Systems; Focus Math, Number Worlds, Math in Practice</p> <p><b>Assessments:</b> /READY; FAST, Math Skills Checklist</p>
3	<p>Uses place value to round numbers Multiplies and divides within 100 using strategies Multiplies or adds to find area Multiplies and divides within 100 fluently using mental strategies Solves two-step word problems using the four operations Understands fractions as part of a whole Understands fractions on a number line Understands properties of shapes</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Ready Mathematics (Curriculum Associates)</p> <p><b>Assessments:</b> IReady ** DIAL 4 (20/21)</p>	<p><b>Setting:</b> Pull out; Push In</p> <p><b>Resources:</b> MSD Interventionists use curricular material; Hand to Mind</p> <p><b>Assessments:</b> IReady; FAST;</p>	<p><b>Setting:</b> Pull Out/Push In</p> <p><b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning Systems; Focus Math, Number Worlds, Math</p> <p>in Practice</p> <p><b>Assessments:</b> /READY; FAST, Math Skills Checklist</p>
4	<p>Add and subtract whole numbers within 1000 Solves multi-step word problems using addition and subtraction Solves multi-step word problems using addition,</p>	<p><b>Setting:</b> General Ed</p>	<p><b>Setting:</b> Pull out; Push In</p>	<p><b>Setting:</b> Pull Out/Push In</p>

	<p>subtraction, and multiplication Solves multi-step word problems using addition, subtraction, multiplication, and division Uses place value to add and subtract within 1,000,000 Multiplies multi -digit whole numbers Divides multi -digit whole numbers Compares fractions Adds and subtracts mixed numbers Multiplies fractions by a whole number Compares decimals to the hundredths place Converts various types of measurements within word problems Calculates area and perimeter of rectangles</p>	<p><b>Resources:</b> Ready Mathematics {Curriculum Associates}</p> <p><b>Assessments:</b> /READY ** DIAL 4 {20/21}</p>	<p><b>Resources:</b> Best Practices in Math Interventions (e.g., Marzano, manipulatives) Hand to Mind</p> <p><b>Assessments:</b> IReady; FAST;</p>	<p><b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning Systems; Focus Math, Number Worlds, Math in Practice</p> <p><b>Assessments:</b> /READY; FAST, Math Skills Checklist</p>
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5	<p>Find volume of rectangular prisms  Multiply &amp; divide whole numbers  Read, write, and compare decimals to the thousandths  Add/subtract decimals  Add/subtract fractions &amp; mixed numbers  Multiply/divide decimals  Multiply fractions  Divide fractions  Convert units of measurement  Write and interpret numerical expressions  Generate patterns, graph ordered pairs, and describe the relationship between the corresponding terms</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Ready Mathematics (Curriculum Associates)</p> <p><b>Assessments:</b> IREADY  ** DIAL 4 (20/21)</p>	<p><b>Setting:</b> Pull out; Push In</p> <p><b>Resources:</b> Best Practices in Math Interventions (e.g., Marzano, manipulatives)  Hand to Mind</p> <p><b>Assessments:</b> IReady; FAST;</p>	<p><b>Setting:</b> Pull Out/Push In</p> <p><b>Resources:</b> EQUALS, Early Numeracy, Touch Math; Unique Learning Systems; Focus Math, Number Worlds, Math in Practice</p> <p><b>Assessments:</b> /READY; FAST, Math Skills Checklist</p>
6	<p>Power Standard 6.R P. A.3 a Use ratio to create tables, find missing values, graph points, and compare created ratios.</p> <p><b>Power Standard 6. RP.A.3b Solve unit rate problems (i.e., unit pricing and constant speed).</b></p> <p><b>Power Standard 6.RPA.3.c Solve percent problems.</b></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Big Ideas (Cengage)</p> <p><b>Assessments:</b> Mastery Connect; IXL</p>	<p><b>Setting:</b> CT (General Education), pull out</p> <p><b>Resources:</b> Big Ideas (Cengage), Teacher Created Materials, Marzano, Hand to Mind IXL</p> <p><b>Assessments:</b> FAST; IXL</p>	<p><b>Setting:</b> Pull Out; Replacement (special education only); Center Based (alternative curriculum)</p> <p><b>Resources:</b> Unique Learning Systems; EQUALS, Teacher Created Materials, IXL,</p>



	<p>Power Standards 6. NS.A.1 Divide fractions by fractions.</p> <p>Power Standard <b>6. NS.B.3</b> Add, subtract, multiply, and divide multi-digit decimals.</p>			<p>Number Worlds, Focus Math,</p> <p><b>Assessments:</b> FAST, IXL</p>
7	<p>The student will apply understandings of proportional relationships to equations and real-world problems. The student will apply understandings of rational numbers to real-world problems. The student will use properties of operations to simplify algebraic expressions and solve equations. The student will develop the knowledge and skill to use geometry in real-world situations; The student will develop the skill necessary to compare data. The student will develop the knowledge and skills necessary to solve problems on their own</p>	<p><b>Setting:</b> General Ed <b>Resources:</b> Big Ideas (Cengage)</p> <p><b>Assessments:</b> Mastery Connect; IXL</p>	<p><b>Setting:</b> CT (General Education), pull out</p> <p><b>Resources:</b> Big Ideas (Cengage), Teacher Created Materials, Marzano, Hand to Mind, IXL</p> <p><b>Assessments:</b> FAST; IXL</p>	<p><b>Setting:</b> Pull Out; Replacement (special education only); Center Based (alternative curriculum) <b>Resources:</b> Unique Learning Systems; EQUALS, Teacher Created Materials, IXL, Number Worlds, Focus Math,</p> <p><b>Assessments:</b> FAST, IXL</p>
8	<p>The student will be able to solve multi-step equations including systems of linear equations in slope-intercept form. The student will find the volume of cylinders, cones, and spheres in real-world problems. The student will construct linear functions. The student will create linear equations from scatterplots. The student will simplify basic expressions with integer exponents. The student will perform multiple transformations on geometric shapes. The student will write and compare numbers written in scientific notation. The student <b>will</b> solve problems involving angles of triangles.</p>	<p><b>Setting:</b> General Ed <b>Resources:</b> Big Ideas (Cengage)</p> <p><b>Assessments:</b> Mastery Connect; IXL</p>	<p><b>Setting:</b> CT (General Education), pull out</p> <p><b>Resources:</b> Big Ideas (Cengage), Teacher Created Materials, Marzano, Hand to Mind, IXL</p> <p><b>Assessments:</b> FAST; IXL</p>	<p><b>Setting:</b> Pull Out; Replacement (special education only); Center Based (alternative curriculum) <b>Resources:</b> Unique Learning Systems; EQUALS, Teacher Created Materials, IXL, Number Worlds, Focus</p> <p>Math,</p> <p><b>Assessments:</b> FAST, IXL</p>

9	<p>Algebra 1: The student will be able to create, represent graphically, describe in written form, and analyze equations or inequalities that describe linear, quadratic, and exponential relationships. (A+ Writing) 2. The student will summarize, represent, and interpret data from authentic sources. (A+Research) 3. The student will read about systems in context and then compare, interpret, and solve systems of equations and fine qualities. (A+ Reading) 4. The student will understand the concept of a function using function notation and the effects of transformations (limited to linear, quadratic, and exponential) and verbally communicate the effects. (A+ Speaking) 5. The student will solve equations and inequalities while understanding the proper use of units within a given context. (A+writing) 6. The student will perform operations of polynomials. 7. The student will extend and use properties of rational exponents. 8. The student will investigate, identify, interpret, and use structure by researching probability and statistical data . (A+ Research)</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> College Preparatory Mathematics (CPM) for Algebra I, Geometry and Algebra II</p> <p><b>Assessments:</b> IXL</p>	<p><b>Setting:</b> CT; Tutoring during "advisory" time (TAP; ANP)</p> <p><b>Resources:</b> HLP (Marzano), IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL</p>	<p><b>Setting:</b> Foundations Classes (replacement classes: special education classes only); Center-Based (alternative e curriculum; special education only)</p> <p><b>Resources:</b> Unique Learning Systems, EQUALS, IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL, ELASC, Math Checklist</p>
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Algebra IA:

1. The student will be able to create, represent graphically, describe in written form, and analyze equations or inequalities that describe linear, quadratic, and exponential relationships.

(A+ writing) 2. The student will

summarize, represent, and interpret data from authentic sources. (A+Research) 3. The student will read about systems in

	<p>context and then compare, interpret, and solve systems of equations and fine qualities. (A+ Reading) 4. The student will understand the concept of a function using function notation and the effects of transformations (limited to linear, quadratic, and exponential) and verbally communicate the effects. (A+ Speaking and Listening) 5. The student will solve equations and inequalities while understanding the proper use of units within a given context. (A+ Writing) 6. The student will perform operations of polynomials. 7. The student will use properties of rational exponents. 8. The student will investigate, identify, interpret, and use structure by researching probability and statistical data. (A+ Research)</p> <p>Algebra 1B:</p> <p>1. The student will be able to create, represent graphically, describe in written form, and analyze equations or inequalities that describe linear, quadratic, and exponential relationships. (A+ writing) 2. The student will summarize, represent, and interpret data from authentic sources. (A+Research) 3. The student will read about systems in context and then compare, interpret, and solve systems of equations and fine qualities. (A+ Reading) 4. The student will understand the concept of a function using function notation and the effects of transformations (limited to linear, quadratic, and exponential) and verbally</p>			
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	communicate the effects. (A+ Speaking and Listening) 5. The student will solve equations and			
	inequalities while understanding the proper use of units within a given context. (A+ Writing) 6. The student will perform operations of polynomials. 7. The student will extend and use properties of rational exponents. 8. The student <b>will</b> investigate, identify, interpret, and use structure by researching probability and statistical data. (A+ Research)			
10	<p>Algebra II:</p> <p>1. The student will use the relationship between rational exponents and radicals and orally justify their reasoning and critique the reasoning of others. (A+ Speaking and Listening) 2. The student will use complex numbers. 3. The student will solve equations and fine qualities. 4. The student will solve general systems of equations and inequalities and produce written explanations of their solutions within the context of a real - life situation. (A+ Writing) 5. The student will perform operations on polynomials and rational expressions. 6. The student will use and interpret functions. 7. The student will create new functions from existing functions. 8. The student will research real world problems and use functions to model solutions to those problems. (A+ Research) 9. The student will draw inferences from written mathematical situations and justify conclusions. (A+ Reading) 10. The student will fit a data set to a</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> College Preparatory Mathematics (CPM) for Algebra I, Geometry and Algebra II</p> <p><b>Assessments:</b> IXL</p>	<p><b>Setting:</b> CT; Tutoring during "advisory" time (TAP; ANP)</p> <p><b>Resources:</b> HLP (Marzano), IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL</p>	<p><b>Setting:</b> Foundations Classes (replacement classes: special education classes only); Center-Based (alternative e curriculum; special education only)</p> <p><b>Resources:</b> Unique Learning Systems, EQUALS, IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL, ELASC, Math</p> <p>Checklist</p>

	normal distribution.			
11	<p>Geometry:</p> <p>1. The student will experiment with transformations to understand congruence and similarity. 2. The student will produce valid written</p>	<b>Setting:</b> General Ed	<b>Setting:</b> CT; Tutoring during "advisory" time (TAP; ANP)	<b>Setting:</b> Foundations Classes (replacement classes: special

	<p>arguments of various forms to prove geometric theorems. (A+ Writing) 3. The student will make geometric constructions. 4. The student will define trigonometric ratios and solve problems involving right triangles. 5. The student will understand and apply theorems about circles, including deriving how to find the measure of an arc or sector of a circle. 6. The student will translate between the geometric description and the equation for a conic section. 7. The student will research and visualize relationships between 2D and 3D objects. (A+ Research) 8. The student will apply geometric concepts in modeling situations and review the rationale of others. (A+ Reading) 9. The student will understand independent and conditional probability and use them to interpret data and verbally defend their rationale. (A+ Speaking and Listening)</p>	<p><b>Resources:</b> College Preparatory Mathematics (CPM) for Algebra I, Geometry and Algebra II</p> <p><b>Assessments:</b> IXL</p>	<p><b>Resources:</b> HLP (Marzano), IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL</p>	<p>education classes only); Center-Based (alternative e curriculum; special education only)</p> <p><b>Resources:</b> Unique Learning Systems, EQUALS, IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL, ELASC, Math Checklist</p>
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12	<p>College Algebra:</p> <ol style="list-style-type: none"> <li>1. The student will recognize, graph, and manipulate functions, expressions, and formulas and relate them to everyday situations with 80% accuracy. Locally assessed. (MA2, 4; 3.1, 3.4, 3.8, 4.1)</li> <li>2. The student will read word problems and apply college algebra concepts to real life situations with 80% accuracy. Locally assessed. (MA4; 3.3) (A+: Reading)</li> <li>3. The student will solve polynomial equations of various degrees over the real as well as complex number systems with 80% accuracy. Locally assessed. (MA4, 5; 1.4, 1.6, 3.7, 4.1)</li> <li>4. The student will demonstrate knowledge of college algebra</li> </ol>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> College Preparatory Mathematics (CPM) for Algebra I, Geometry and Algebra II</p> <p><b>Assessments:</b> IXL</p>	<p><b>Setting:</b> CT; Tutoring during "advisory" time (TAP; ANP)</p> <p><b>Resources:</b> HLP (Marzano), IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark; IXL</p>	<p><b>Setting:</b> Foundations Classes (replacement classes: special education classes only); Center-Based (alternative e curriculum; special education only)</p> <p><b>Resources:</b> Unique Learning Systems, EQUALS, IXL</p> <p><b>Assessments:</b> Mastery Connect Benchmark.</p>
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	<p>concepts by writing and solving equations and inequalities with 80% accuracy. Locally assessed. (MA4; 3.2) (A+: Writing)</p> <p>5. The student will perform transformations of parent functions and conic sections with 80% accuracy. Locally assessed. (MA2, 4; 1.4, 1.8, 2.7, 4.6)</p> <p>6. The student will provide mathematical arguments by verbally explaining solutions of college algebra topics with 80% accuracy. Locally assessed. (MA4; 1.6, 3.2) (A+: Speaking)</p> <p>7. The student will gain comprehension of sequences and series with 80% accuracy. Locally assessed. (MA3, 4; 3.5)</p> <p>8. The student will research college algebra topics and present findings with 80% accuracy. Locally assessed. (MA4; 1.1, 1.6) (A+: Research)</p> <p>9. The student will solve systems of equations and inequalities through various methods including matrices with 80% accuracy. Locally assessed. (MA S; 3.6)</p>			IXL, ELASC, Math Checklist
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**Definitions:**

**Social Emotional Tier One:** Core should include four elements: Sequenced: connected and coordinated activities to foster skills development; Active: active forms of learning to help students master new skills and attitudes; Focused: component that emphasizes developing personal and social skills; Explicit: targeting specific social and emotional skills. Assessments: universal screenings to see who may be at risk and monitor progress-differentiated instruction based on results; benchmarking suggested at least 3 times per year.

**Social Emotional Tier Two:** Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes Should be extremely focused on explicit instruction of foundational social skills

Assessment: progress monitor at least monthly to determine progress and need

**Social Emotional Tier Three:** Provide **intensive instruction daily that promotes the development of various components of social skills competencies to students** who show minimal progress after reasonable time in tier 2 small group instruction **(increase frequency or intensity from tier 2)**

Assessment: progress monitor weekly

**Social Emotional:**

**Goal:**

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)  Smaller Groups; Increased Frequency; 1:1	Tier Three (Remediation)

<b>K-5- Counseling Course Objectives</b>	<p>The student will demonstrate appropriate listening behaviors with 80% competency as assessed by a teacher-made written quiz. (CA6; 4.6) 2. The student will demonstrate knowledge of a decision-making process with 80% competency as assessed by a teacher-made written quiz. (CA6; 3.4) 3. The student will demonstrate knowledge of how to resolve conflicts and have a good relationship with others with 80% as assessed by teacher input and the student's quarterly report card. (CA6; 2.3) 4. The student will demonstrate awareness of likenesses and differences between self and others with 80% competency as assessed by verbal presentation of activity sheet. (SS6; 2. 3) 5. The student will demonstrate understanding of personal responsibilities with 80% competency as assessed by the student verbal presentation of the activity sheet. (CA6; 4.3) 6. The student will demonstrate knowledge of various careers of interest with 80% competency as assessed by classroom activity and teacher-made quiz. (CA6; 4.8)</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps; Families*; Zones of Regulation*; CCI; Kagan*; Class Meeting*; Building Wide Safe Spot (Hagemann); Ci3T (Hagemann); Think sheets (Hagemann); Positive ODR (Hagemann); Panorama playback</p> <p><b>Assessments:</b> Panorama; SSRS*(Select buildings only)</p>	<p><b>Setting:</b> General Ed/Pull out/CT*</p> <p><b>Resources:</b> Skill streaming; Second Steps; Mentoring; CICO; Friendship Group*; Catholic Family Counseling*; Lutheran Family Counseling*; Social Skills Group*, SEL Interventionists</p> <p><b>Assessments:</b> Check in Check Out data; Individualized Student Data, Panorama</p>	<p><b>Setting:</b> Pull out</p> <p><b>Resources:</b> Individualized Behavior Plans; Therapeutic Mentorship*; FABI Restorative Practices Superflex; Zones of Regulation; Social Work Counseling Dialectical Behavioral Therapy and Cognitive Behavioral Therapy; Countywide Behavior Intervention Team (SSD CBIT), Social Thinking Curriculum</p> <p><b>Assessments:</b> individualized data; Discipline data; FBA, Social Skills Solutions, SCERTS, Panorama</p>
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6	<p>Course Objectives 1. The student will demonstrate knowledge of how learning skills relate to success in school and work with 90% competency as assessed by teacher and peer evaluation. (CA6, 1.10) 2. The student will demonstrate the ability to use a decision-making process with 85% competency as assessed by verbal and written responses. (CA6; 4.1) 3. The student will demonstrate knowledge of strategies for dealing with peer pressure with 80% competency as</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Spartan Squad Days (<b>OMS</b> only) *; Hand and Hand (MBMS only); Panorama Playback, Zones of Regulation</p>	<p><b>Setting:</b> Pull out/ General Ed</p> <p><b>Resources:</b> Check In/Check Out; Lutheran Family Services; CT (sped); Girls Group; Small Group Instruction with Teacher made</p>	<p><b>Setting:</b> Pull out</p> <p><b>Resources:</b> Individual Counseling - Social Worker (SSD); Social Skills small group (Six a week- special ed teacher); 1:1 Mentoring with Principal,</p>
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	<p>assessed by peer and teacher evaluations. (H/PE2; 3.2) 4. The student will demonstrate knowledge of the harmful effects of drugs and alcohol with 90% competency as assessed by verbal/written quizzes. (H/PE5; 3.2)</p> <p>5. The student will demonstrate awareness of middle school expectations with 85% competency as assessed by counselor-made quiz overstated criteria. (556; 4.8) 6. The student will demonstrate awareness of personal strengths and interests related to career choices with 90% competency as assessed by counselor-given interest inventory. (556; 4.8)</p>	<p><b>Assessments:</b> Panorama, Discipline Data</p>	<p>materials; Panorama Playbook; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data; Check In Check Out; Individualized Student Data, Panorama</p>	<p>Counselor; Zones of Regulation, Skills Streaming, Individual behavior charts; FABI.</p> <p>Why Try, Social Thinking Curriculum</p> <p><b>Assessments:</b> Discipline Data; Individualized student data: Functional Based Assessment, Social Skills Checklists, SCERTS</p>
7	<p>The student will use methods to effectively manage time and class/homework materials through use of the planner or daily assignment sheets with 80% competency as assessed by planner checks. (CAI, CA6, 556; 4.5) 2. The student will identify extracurricular activities that match personal interests and future goals with 80% competency as assessed by inventories and activity sheets. (CAI, CA6; 1.10) 3. The student will relate academic skills to career goals with 80% competency as assessed by class discussion and activity sheets. (CAI, CA6, 556; 1.10) 4. The student will identify school and community rules of alcohol and drug involvement through class discussion and reading of the handbook with 80% competency as assessed by</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Spartan Squad Days (OMS only) *; Hand and Hand (MBMS only); Panorama Playbook, Zones of Regulation</p> <p><b>Assessments:</b> Panorama, Discipline Data</p>	<p><b>Setting:</b> Pull out/ General Ed</p> <p><b>Resources:</b> Check In/Check Out; Lutheran Family Services; CT (sped); Girls Group; Small Group Instruction with Teacher made materials; Panorama Playbook; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data; Check In Check Out; Individualized</p>	<p><b>Setting:</b> Pull out</p> <p><b>Resources:</b> Individual Counseling - Social Worker (SSD); Social Skills small group (Six a week- special ed teacher); 1:1 Mentoring with Principal, Counselor; Zones of Regulation, Skills Streaming, Individual behavior charts; FABI; Why Try, Social Thinking Curriculum</p>

	<p>written and verbal quizzes. (CAI, CA6, 556,</p> <p>H/PE2; 4.7, 1.5) 5. The student will demonstrate knowledge of the effects of drugs and alcohol on their mind and body with 80%</p>		<p>Student Data, Panorama</p>	<p><b>Assessments:</b> Discipline Data; Individualized</p>
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	<p>competency as assessed by activity sheets and written quizzes. (CAI, CA6, S3; 4.7) 6. The student will identify possible solutions to problems through brainstorming and goal setting with 80% competency as assessed by teacher evaluation of activity sheets. (CAI, CA6; 3.1, 3.7, 4.1, 3.8.) 7. The student will identify personal values and competencies with 80% competency as assessed by teacher evaluation of activity sheets. (CAI, CA6; 4.3) 8. The student will describe effective techniques to get along with others with 80% competency as assessed by scoring of verbal quizzes. (CAI, CA6, H/PES; 2.3, 3.3, 3.4)</p>			<p>student data: Functional Based Assessment, Social Skills Checklists, SCERTS</p>
8	<p>1. The student will acquire effective note taking strategies with 80% competency as assessed by scoring of activity sheets. (CAI, CA6; 1.8) 2. The student will develop practical test taking skills with 80% competency as assessed by teacher made quizzes. (CAI, CA6; 1.8) 3. The student will review their personal EXPLORE test results and match interests and abilities to career choices with 90% competency as assessed by teacher observation of understanding of the Explore Student Guide and classroom discussion. (CAI, CA6; 1.10, 4.3, 4.8) 4. The student will select a personal career path for occupational exploration with 90% competency as assessed by choice of high school career</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Spartan Squad Days (OMS only) *; Hand and Hand (MBMS only); Panorama Playbook, Zones of Regulation</p> <p><b>Assessments:</b> Panorama, Discipline Data</p>	<p><b>Setting:</b> Pull out/ General Ed</p> <p><b>Resources:</b> Check In/Check Out; Lutheran Family Services; CT (sped); Girls Group; Small Group Instruction with Teacher made materials; Panorama Playbook; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data; Check In Check Out; Individualized Student Data, Panorama</p>	<p><b>Setting:</b> Pull out</p> <p><b>Resources:</b> Individual Counseling - Social Worker (SSD); Social Skills small group (Six a week- special ed teacher); 1:1 Mentoring with Principal, Counselor; Zones of Regulation, Skills Streaming, Individual behavior charts; FABI; Why Try, Social Thinking Curriculum</p> <p><b>Assessments:</b> Discipline Data; Individualized student data: Functional</p>

	path. (CAI, CA6; 4.3, 4.8) S. The student will demonstrate knowledge of resources available to get help for themselves and others with 80% competency as assessed by oral presentation of activity sheets. (CAI, CA6, H/PES; 4.7) 6. The			
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	<p>student will demonstrate the ability to make good decisions concerning drugs and alcohol with 80% competency as assessed by teacher evaluation of oral presentations. (CAI , CA6, S7, H/PE2; 1.5, 3.4, 4.7)</p> <p>7. The student will describe how to make a good decision with 80% competency as assessed by listing 5 risks involved in a given situation. (CAI, CA6; 3.1, 3.7, 3.8)</p> <p>8. The student will identify practices for resolving conflicts with 80% competency as assessed by verbal quizzes and teacher made worksheets. (CAI, CA6, H/ PE5; 3.3, 3.4</p>			Based Assessment, Social Skills Checklists, SCERTS
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9	<p>1. The student will explore at least one career in their chosen career pathway as assessed by counselor/teacher observation. (CA3, SS7; 1.2, 4.8) 2. The student will demonstrate effective note-taking strategies with 80% competency on class assignments as assessed by teacher made rubrics. (CAI, CA6; 1.8) 3. The student will demonstrate test-taking skills with 80% competency as observed by test results. (CAI, CA6; 1.8) 4. The student will select courses appropriate to their ability/skill level with 85% competency as assessed by successful course completion. (SS6, SS7; 4.5, 4.8) 5. The student will demonstrate practices for resolving conflicts with 90% competency as assessed by office and counselor referrals. (CA6, H/PE5; 3.3, 3.4) 6. The student will do a structured self-analysis including intellectual abilities, physical abilities, emotional make-up and values with 80% competency as assessed by the Self-Directed Search, Explore, MAP,</p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Teacher Created Materials; MO Connections</p> <p><b>Assessments:</b> Panorama; MO Connections; Discipline Data</p>	<p><b>Setting:</b> Pullout - small group (special education staff only) &amp; CT, CHAOS, Lutheran Family Services, Catholic Charities</p> <p><b>Resources:</b> Teacher created Materials; MO Connections; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data, Social Skills Checklist, Check/In Check Out Data</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Teacher Created Materials; MO Connections; Navigation Emotional Wellness (Elective Class Sped Teacher &amp; Social Worker (SW); Skill Streaming; Navigating the Social World(class); Navigation</p> <p><b>Assessments:</b> Individualized Student Behavior Sheets; Discipline Data; FBA; SCERTS; Social Skills Checklist</p>
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	<p>Terra Nova, grades, journals and portfolios . (CA6, SS7, H/PE4; 3.3)</p> <p>7. The student will demonstrate knowledge of the legal and physical consequences of drug and alcohol possession and/or use with 90 % competency as assessed by activity sheets, test questions, class discussion, school incidents and arrests. (H/ PES; 4.1, 3.6)</p>			
10	<p>1. The student will evaluate tentative career pathway choices and identify and research three jobs titles of interest with 85% competency as assessed by counselor/teacher observation. (CA3, SS7; 1.2, 4.8)</p> <p>2. The student will demonstrate effective note-taking strategies with 85% competency as assessed by activity sheets, notebooks, journals, portfolios, and observation. (CAI , CA6; 1.8)</p> <p>3. The student will demonstrate test-taking skills with 85% competency as assessed by test results, activity sheets and observation. (CAI , CA6; 1.8)</p> <p>4. The student will select courses appropriate to their ability level and their chosen career pathway with 85% competency as assessed by successful course completion, grades, PLAN, MAP, Terra Nova and PSAT results. (SS6, SS7; 4.1, 4.5, 4.8)</p>	<p><b>Setting:</b> General Ed</p> <p>Resources: Teacher Created Materials; MO Connections</p> <p><b>Assessments:</b> Panorama; MO Connections; Discipline Data</p>	<p><b>Setting:</b> Pullout - small group (special education staff only) &amp; CT, CHADS, Lutheran Family Services, Catholic Charities</p> <p>Resources: Teacher created Materials; MO Connections; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data, Social Skills Checklist, Check/In Check Out Data</p>	<p><b>Setting:</b> Pull Out</p> <p>Resources: Teacher Created Materials; MO Connections; Navigation Emotional Wellness (Elective Class Sped Teacher &amp; Social Worker (SW); Skill Streaming; Navigating the Social World(class); Navigation</p> <p><b>Assessments:</b> Individualized Student Behavior Sheets;</p> <p>Discipline Data; FBA; SCERTS; Social Skills Checklist</p>

11	1. The student will assess individual interests and needs, acknowledging academic strengths and weaknesses, with 90% competency as assessed by Strong Campbell Interest Inventory, Career Assessment Inventory, Armed Services Vocational Aptitude Battery, American College Test	<b>Setting:</b> General Ed  Resources: Teacher Created Materials; MO Connections	<b>Setting:</b> Pullout - small group (special education staff only) & CT, CHAOS, Lutheran Family Services, Catholic Charities	<b>Setting:</b> Pull Out  Resources: Teacher Created Materials; MO Connections; Navigation Emotional
	(ACT), Preliminary Scholastic Achievement Test (PSAT), Scholastic Achievement Test (SAT), Missouri Achievement Proficiency Test (MAP), and/or cumulative grade-point average. (CA6, SS6; 1.1, 3.5, 4.8) 2. The student will assess career outlook specific to individual post-secondary plans with 85% competency as assessed by the career section of Choices, St. Louis Area Tech Prep Consortium's Occupational Outlook Quarterly, Career Pathways, and/or St. Louis Illustrated Careers. (M3; 4.8) 3. The student will select a career pathway with 90% competency as assessed by the student self-report. (SS6, SS7; 1.1, 1.2, 3.5, 4.5, 4.8). 4. The student will improve basic skills in writing, note taking, and test taking strategies with 80% competency as assessed by review and comparison of classroom grades. (CAI, CA4; 1.5, 1.8, 2.2, 3.5, 3.6)	<b>Assessments:</b> Panorama; MO Connections; Discipline Data	Resources: Teacher created Materials; MO Connections; SEL Interventionists  <b>Assessments:</b> Discipline Data, Social Skills Checklist, Check/In Check Out Data	Wellness (Elective Class Sped Teacher & Social Worker (SW); Skill Streaming; Navigating the Social World(class); Navigation  <b>Assessments:</b> Individualized Student Behavior Sheets; Discipline Data; FBA; SCERTS; Social Skills Checklist

12	<p>1. The student will assess individual interests and needs, acknowledging academic strengths and weaknesses, with 90% competency as assessed by student/counselor conferences, American College Test (ACT), Scholastic Achievement Test (SAT), high school class rank and/or cumulative grade-point average. (CA6, SS6; 1.1, 3.5, 4.8)</p> <p>2. The student will assess career outlook specific to individual post-secondary plans with 80% competency as assessed by the career section of Choices, St. Louis Area Tech Prep Consortium's Occupational Outlook Quarterly, Career Pathways, and/or St. Louis Illustrated Careers and Armed Services Vocational Aptitude Battery. (M3; 3.6, 4.8)</p> <p>3. The student will make a tentative</p>	<p><b>Setting:</b> General Ed</p> <p>Resources: Teacher Created Materials; MO Connections</p> <p><b>Assessments:</b> Panorama; MO Connections; Discipline Data</p>	<p><b>Setting:</b> Pullout - small group (special education staff only) &amp; CT, CHAOS, Lutheran Family Services, Catholic Charities</p> <p>Resources: Teacher created Materials; MO Connections; SEL Interventionists</p> <p><b>Assessments:</b> Discipline Data, Social Skills</p>	<p><b>Setting:</b> Pull Out</p> <p>Resources: Teacher Created Materials; MO Connections; Navigation Emotional Wellness (Elective Class Sped Teacher &amp; Social Worker (SW); Skill Streaming; Navigating the Social World(class); Navigation</p> <p>Assessments: Individualized Student</p>
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	<p>decision concerning post-secondary plans with 95% competency as assessed through Senior Exit Questionnaire. (SS6, S57; 1.1, 1.2, 3.5, 4.5, 4.8) 4. The student will improve basic skills in writing, note taking, and test taking strategies with 80% competency as assessed by review and comparison of classroom grades. (CAI, CA4; 1.5, 1.8, 2.2, 3.5, 3.6)</p>		<p>Checklist, Check/In Check Out Data</p>	<p>Behavior Sheets; Discipline Data; FBA; SCERTS; Social Skills Checklist</p>
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