



Rockwood 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)

Screening

- Rockwood screens math and literacy skills three times a year through the STAR assessment for grades 1-8. That information is then used to determine intervention needs.
- Reading Intervention teachers conduct dyslexia screening for grades K-3 twice a year
- SEL (Social and Emotional Learning) survey is given to students in grades 3-5 and 6-8 twice a year (October and March). The high school SEL survey is optional.
- A character/climate survey is conducted once a year for parents and teachers
- Behavior data is generated monthly from information entered into Infinite Campus

Curriculum Department Structures for Literacy and Numeracy Interventions

Elementary

- Tier 3 Reading Intervention through Reading Intervention staff (42 teachers)
- Tier 2 Reading Intervention through guidance from literacy coaches (4 coaches)
- Tier 2 Math Interventions through math coaches (4 coaches)

- Universals: all students receive small group instruction in reading; students who are below grade level in reading receive that instruction daily, all students have access to grade level mini lessons

Middle School

- Tier 3 Reading Intervention staff in each building. Staffing is determined on the number of students qualifying for reading services based on STAR assessment.
- Tier 2 & 3 Math Interventions are being field tested at several RSD middle schools. This program is being supported by Carnegie Learning and focuses on mathematical mindset, and building a community of mathematicians, while focusing on skill gaps.
- Universals: TBD--we are currently writing curriculum for ELA grades 6-8 focused on the reader/writer workshop model from Teacher's College NY. Some teachers are trying out lessons and are finding that reading volume has significantly increased regardless of the reader's reading level.

Student Services Department

- Tier 2 and 3 Behavioral Supports through Rockwood Behavior Intervention Team (2 staff members)
- Tier 2 and 3 Social Emotional Supports through district social workers and counselors (63 counselors and 17.5 social workers)
- Universals: all teachers have Second Step kits to support SEL in the classroom; all teachers hold class meetings at least weekly; students take an SEL survey

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

Building and district leaders regularly receive academic, social/emotional, and behavioral data to analyze through our Datawise system. The reports are user-friendly and allow each building's leadership team to determine next steps in intervention.

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

The curriculum team regularly conducts research on evidence-based practices and determines ways to share with teachers through professional development and curriculum.

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

Rockwood supports systematic, ongoing professional development for those implementing evidence-based practices. Starting the 2020-21 school year, teachers will be able to choose a pathway for professional development that includes SEL, behavior supports and academics.

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

Rockwood has a 6-year curriculum adoption cycle. That process includes an introductory learning session for all curriculum writers that focuses on standards-alignment. Each curriculum coordinator is familiar with the state learning standards for their content area and ensures that writing teams' final product is aligned to state standards.

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

Teachers write the curriculum in writing teams. Special education staff are included in those writing teams. Teachers are provided substitute teachers or paid a stipend outside of their workday to collaborate on curriculum. Writing teams represent all buildings. Additionally, Rockwood hires consultants for each content area.

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

Rockwood's curriculum schedule is a six-step process by which all district curriculum is developed in a systematic, collaborative manner. The process provides for a comprehensive evaluation, a thoughtful, careful implementation, reviews based upon experience, and time for progress to be realized and adjustments made. All writing teams consist of district teachers and administrators. This includes special education staff.

Stage 1: Course Evaluation Report/Begin Writing

- Present Course Evaluation results to stakeholders
- Form writing committee
- unpack standards
- begin formulating curriculum units

Stage 2: Write Curriculum

- Finalize curriculum units
- Complete curriculum approval process by Dec.
- Select and order resources
- Begin professional development in Jan.
- Create model lessons or facilitating activities
- Write common assessments

Stage 3: Implementation Year 1 / Program Review

- Continue professional development and collaboration
- Assess progress
- Make necessary adjustments

Stage 4: Implementation Year 2 / Program Review

- Continue professional development and collaboration
- Assess progress

Make necessary adjustments

- Stage 5: Implementation Year 3 / Program Review
- Continue professional development and collaboration
- Assess progress
- Make necessary adjustments

Stage 6: Begin Formal Evaluation Process

- Create a new writing committee
- Gather research and data
- Identify content area consultants

A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate resources for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when adequate resources are ensured to teach all determined essential content.

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

Teachers engage in formative assessment on essential skills and adjust instruction accordingly. This includes differentiating instruction and conducting small group learning as needed.

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?

Resource selection is part of the curriculum writing process which involves special education teachers. The writing team creates a rubric based on current research and consultation with their expert consultant. They then score each resource against the rubric to select. In addition, resources for intervention and extension are considered alongside the main resource.

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

During the past year, Rockwood has begun work on an assessment “reboot.” The Director of Assessment and the three data analysts have worked with the curriculum team. The first step of that process was a final exam discussion. Conversations began with the question, “How do we know what students have learned?” and were followed by, “Does a final exam provide you additional information about what students have learned throughout the semester?” RSD will no longer require a final exam to be given the last week of each semester that counts for 20% of a student’s grade. More than ½ of Rockwood courses have decided to assess students throughout the semester through projects or cumulative assessments.

Our next steps are to include formative assessment PD (Professional Development) for teachers to share ways other than paper/pencil tests with grades to formatively assess. That training will be conducted remotely now that we are learning virtually. Teacher requests for this training have increased in this new learning environment.

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

Formative assessments are used by teachers and PLCs to determine learning next steps. District benchmarks/screeners and state-required assessments are regularly reviewed by building leadership teams to determine next steps in intervention.

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

Classroom assessments are a teacher/PLC decision. Building/district assessments are determined through curriculum writing teams, the Testing and Assessment Council and other shared decision-making committees.

How do we help all educators become assessment literate?

An assessment literacy teacher course is currently being built by the Assessment, Research and Evaluation department. They plan to create an online, self-guided course through Canvas, an assessment strand that will be offered during next year’s PD strands, and a course that is built into the curriculum writing process for all writing teams. In addition, they are meeting regularly with administrators to share best assessment practices.

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

- Math nights are offered throughout the year, depending on schools that wish to host them, with the goal of having one math night per quadrant per year.
- Reading Nights – one each semester held in Title 1 elementary schools. Dinner is provided and all kids leave with free books.
- Dyslexia simulation - parent event was held to share the new guidelines from DESE.
- Book Bus in July a decorated Rockwood delivery van travels, delivered free books to kids in our Title 1 schools.
- Magic House Reading & Literacy night - Rockwood rented the Magic House and allowed families from Title 1 schools to experience this venue for free while sharing free books and literacy information.

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:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<ul style="list-style-type: none"> -Demonstrates concepts about print -Demonstrates phonological awareness -Identifies all upper and lowercase letters of the alphabet -Recognizes letter/sound relationships -Applies word analysis skills when solving words -Reads high frequency words automatically -Comprehends informational text read by the teacher -Comprehends non-fiction text read by the teacher -Spells high frequency words and patterns correctly in writing -Writes using letter/sound relationships -Writes complete sentences with correct capitalization and punctuation -Draws and writes to communicate ideas -Prints with correct letter formation and spacing -Participates and listens in collaborative conversations -Expresses ideas clearly when speaking 	<p>Setting:</p> <ul style="list-style-type: none"> ● full class mini lessons in reading, phonemic awareness, phonics, and word work ● read-alouds <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Universe ● Words their Way ● Heggerty Phonemic Awareness ● Heggerty Phonics ● Writer's Workshop resources ● Graphic organizers ● Reader/Writer notebook <p>Assessments:</p>	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) <p>Resources: Phonics First</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● SIPPS ● ULS ● Step Up to Writing <p>Assessments FAST progress monitoring</p>

		<ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 		
1	<ul style="list-style-type: none"> -Applies word analysis skills when solving words -Reads level J text fluently -Comprehends level J fiction text -Comprehends level J informational text -Reads for a minimum of 20 minutes independently -Organizes writing to communicate ideas for appropriate tasks and purposes -Applies grammar skills in writing -Spells high frequency words and patterns correctly in writing -Writes complete sentences with correct capitalization and punctuation -Writes a paragraph with a clear topic, supporting details, and closure -Prints with correct letter formation and spacing -Participates and listens in collaborative conversations -Expresses ideas clearly when speaking 	<p>Setting: full class mini-lesson, small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Literacy ● Words Their Way ● Writer's workshop resources ● Graphic organizers ● Reader/Writer notebook ● Heggerty Phonics resources <p>Assessments:</p> <ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) <p>Resources: Phonics First</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● SIPPS ● ULS ● Step Up to Writing <p>Assessments FAST progress monitoring STAR</p>

2	<ul style="list-style-type: none"> -Applies word analysis skills when solving words -Reads level M text fluently -Comprehends level M fiction text -Comprehends level M informational text - Reads for a minimum of 25 minutes independently -Organizes writing to communicate ideas for appropriate tasks and purposes -Develops topic with facts and/or details -Revises and edits to improve writing -Applies grade appropriate spelling patterns in writing -Applies grade appropriate grammar in writing -Writes complete sentences with correct capitalization and punctuation -Participates in collaborative conversations -Reports on a topic or tells a story 	<p>Setting: full class mini-lesson, small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Literacy ● Words Their Way ● Writer’s workshop resources ● Graphic organizers ● Reader/Writer notebook <p>Assessments:</p> <ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) <p>Resources: Phonics First</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● Wilson ● SIPPS ● ULS ● Step Up to Writing <p>Assessments FAST progress monitoring STAR</p>
3	<ul style="list-style-type: none"> -Applies word analysis skills when solving words -Reads level P text fluently -Comprehends level P fiction text -Comprehends level P informational text -Reads for a minimum of 30 minutes independently -Organizes writing to communicate ideas for appropriate tasks and purposes -Develops topic with facts and/or details 	<p>Setting: full class mini-lesson, small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Literacy ● Words Their Way ● Writer’s workshop resources 	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) 	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● Wilson ● SIPPS ● ULS ● SIM ● Step Up to Writing <p>Assessments</p>

	<ul style="list-style-type: none"> -Revises and edits to improve writing -Applies grade appropriate spelling patterns in writing -Applies grade appropriate grammar in writing -Participates in collaborative conversations -Reports on a topic or tells a story 	<ul style="list-style-type: none"> ● Graphic organizers ● Reader/Writer notebook ● Heggerty Phonics resources <p>Assessments:</p> <ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 	<p>Resources: Phonics First</p> <p>Assessments</p>	FAST progress monitoring STAR
4	<ul style="list-style-type: none"> -Applies word analysis skills when solving words -Reads level S text fluently -Comprehends level S fiction text -Comprehends level S informational text -Reads for a minimum of 30 minutes independently -Organizes writing to communicate ideas for appropriate tasks and purposes -Develops topic with facts and/or details -Revises and edits to improve writing -Applies grade appropriate spelling patterns in writing -Applies grade appropriate grammar in writing -Participates in collaborative conversations 	<p>Setting: full class mini-lesson, small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Literacy ● Words Their Way ● Writer's workshop resources ● Graphic organizers ● Reader/Writer notebook ● Heggerty Phonics resources <p>Assessments:</p>	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) <p>Resources: Phonics First</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● Wilson ● SIPPS ● ULS ● SIM ● Step Up to Writing <p>Assessments FAST progress monitoring STAR</p>

		<ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 		
5	<ul style="list-style-type: none"> -Applies word analysis skills when solving words -Reads level V text fluently -Comprehends level V fiction text -Comprehends level V informational text -Reads for a minimum of 30 minutes independently -Organizes writing to communicate ideas for appropriate tasks and purposes -Develops topics with facts and/or details -Revises and edits to improve writing -Applies grade appropriate spelling patterns in writing -Applies grade appropriate grammar in writing -Participates in collaborative conversations 	<p>Setting: full class mini-lesson, small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Benchmark Literacy ● Words Their Way ● Writer's workshop resources ● Graphic organizers ● Reader/Writer notebook ● Heggerty Phonics resources <p>Assessments:</p> <ul style="list-style-type: none"> ● variety of formative assessments including observations, and writing samples 	<p>Setting:</p> <ul style="list-style-type: none"> ● increased frequency of small group instruction (usually daily; sometimes multiple small groups per day) <p>Resources: Phonics First</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Phonics First ● Wilson ● SIPPS ● ULS ● SIM ● Step Up to Writing <p>Assessments FAST progress monitoring STAR</p>

6	<p>-Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct; form personal opinions or judgements</p> <p>-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting and plot</p> <p>-Explain how an author develops the point of view of the narrator or speaker in a text</p> <p>- Write arguments to support claims with clear reasons and relevant evidence</p> <p>-Draw evidence from literary or information texts to support analysis, reflection, and research</p> <p>-Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text</p> <p>-Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution</p>	<p>Setting: full class lessons, small class lessons</p> <p>Resources:</p> <p>Collections 6 Publisher: HMH 2015 Ebsco Databases</p> <p>Assessments:</p> <ul style="list-style-type: none"> • variety of formative assessments including observations, and writing samples 	<p>Setting: increased frequency of small group instruction (usually daily; sometimes multiple small groups per day)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 • System 44 • SIM • ULS • Rewards <p>Assessments</p> <ul style="list-style-type: none"> • Fast progress monitoring • STAR
7	<p>-Write narrative to develop real or imagined experiences or events using</p>	<p>Setting: full class lessons, small class lessons</p>	<p>Setting: increased frequency of small</p>	<p>Setting: small group/one-on-one instruction</p>

	<p>effective techniques, relevant descriptive details, and well-structured event sequences</p> <ul style="list-style-type: none"> -Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others -Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content -Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text -Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text -Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence -Present claims and findings, emphasizing salient points in a focused coherent manner with pertinent descriptions, facts, details, and examples 	<p>Resources:</p> <p>Collections 7 Publisher: HMH 2015 Ebsco Databases</p> <p>Assessments:</p> <ul style="list-style-type: none"> • variety of formative assessments including observations, and writing samples 	<p>group instruction (usually daily; sometimes multiple small groups per day)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 <p>Assessments</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Read 180 • System 44 • SIM • ULS • Rewards <p>Assessments</p> <ul style="list-style-type: none"> • Fast progress monitoring • STAR
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	<p>-Analyze how particular elements of a story or drama interact</p> <p>-Write arguments to support claims with clear reasons and relevant evidence</p> <p>-Draw evidence from literary and informational texts to support analysis, reflection, and research</p> <p>-Gather relevant information from multiple print and digital sources, using search term effectively; assess the credibility and accuracy of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation</p>			
8	<p>-Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Setting: full class lessons, small class lessons</p> <p>Resources:</p> <p>Collections 8 Publisher: HMH 2015 Ebsco Databases</p> <p>Assessments:</p> <ul style="list-style-type: none"> • variety of formative assessments including observations, and writing samples 	<p>Setting: increased frequency of small group instruction (usually daily; sometimes multiple small groups per day)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 • System 44 • SIM • ULS • Rewards <p>Assessments</p> <ul style="list-style-type: none"> • Fast progress monitoring • STAR

	<ul style="list-style-type: none"> -Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. -Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. -Write arguments to support claims with clear reasons and relevant evidence. -Draw evidence from literary or informational texts to support analysis, reflection, and research. -Determine a central idea of text and analyze its development over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text. -Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. -Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding 			
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	<p>plagiarism and following a standard format for citation.</p> <p>-Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <p>-Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>-Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			
9	<p>-Learn and practice comprehension strategies for both fiction and informational text.</p> <p>-Utilize the writing process to produce several modes of writing including narrative, informational, and argumentative.</p> <p>-Understand, explain, and practice the research process.</p> <p>-Learn and practice grammar to improve written communication and analysis</p>	<p>Setting: General Education classroom</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Foundations of Language and Literature ● Notice and Note by Kyleene Beers and Robert Probst ● Reading Nonfiction by 	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Read 180 ● System 44 ● ULS <p>Assessments</p> <ul style="list-style-type: none"> ● Fast progress monitoring (when appropriate)

		<p>Kylene Beers and Robert Probst</p> <ul style="list-style-type: none"> ● Writing with Mentors: Reaching Every Writer in the Room Using Current, Engaging Mentor Texts by Marchetti and O'Dell ● Understanding Texts & Readers by Jennifer Serravallo ● A Novel Approach by Kate Roberts ● No More Fake Reading by Berit Gordon ● HS ELA Team Drive in Google ● RSD Approved Books for novels and literature circle <p>Assessments</p>		<ul style="list-style-type: none"> ● STAR (when appropriate)
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10	<p>-Students will read fiction, nonfiction, poetry, and drama.</p> <p>-Students will create blended writing pieces including argumentative, narrative, and informative elements.</p> <p>-Students will learn and utilize grammar and writing instruction within the units.</p> <p>-Students will continue to develop research and oral communication skills, as well as academic and content vocabulary.</p>	<p>Setting: General Education classroom</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>Advanced Language and Literature</i> • <i>Notice and Note by Kylene Beers and Robert Probst</i> • <i>Reading Nonfiction by Kylene Beers and Robert Probst</i> • <i>Writing with Mentors: Reaching Every Writer in the Room Using Current, Engaging Mentor Texts by Marchetti and O'Dell</i> • <i>A Novel Approach by Kate Roberts</i> • <i>No More Fake Reading by Berit Gordon</i> • <i>Mechanically Inclined by Jeff Anderson</i> 	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: small group/one-on-one instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> • Read 180 • System 44 • ULS <p>Assessments</p> <ul style="list-style-type: none"> • Fast progress monitoring (when appropriate) • STAR (when appropriate)
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		<ul style="list-style-type: none"> • <i>Everyday Grammar by Jeff Anderson</i> • <i>HS ELA Team Drive in Google</i> • <i>RSD Approved Books for novels and literature circles</i> • <i>Capstone Guidelines</i> Assessments:		
11	<p>-Students will read fiction, nonfiction, poetry, and drama.</p> <p>-Students will create blended writing pieces including argumentative, narrative, and informative elements.</p> <p>-Students will learn and utilize grammar and writing instruction within the units.</p> <p>-Students will continue to develop research and oral communication skills, as well as academic and content vocabulary.</p>	Setting: General Education Classroom Resources: <ul style="list-style-type: none"> • District databases • District-approved novels Assessments	Setting: Resources: Assessments	Setting: small group/one-on-one instruction Resources: <ul style="list-style-type: none"> • Read 180 • System 44 • ULS Assessments <ul style="list-style-type: none"> • Fast progress monitoring (when appropriate) • STAR (when appropriate)
12	Electives	Setting: General Education Classroom Resources: variety depending on the course Assessments	Setting: Resources: Assessments	Setting: small group/one-on-one instruction Resources: <ul style="list-style-type: none"> • Read 180 • System 44

				<ul style="list-style-type: none">• ULS <p>Assessments</p> <ul style="list-style-type: none">• Fast progress monitoring (when appropriate)• STAR (when appropriate)
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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 calmative 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:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	-Count to 100 by ones and tens -Read and write numbers 0-31 -Count forward and backward in a sequence -Understand the relationship between numbers and quantities -Compare numbers	Setting: full group mini lessons Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Everyday Math Calendar Math,	Setting: Small group or individual instruction with classroom teacher Resources: <ul style="list-style-type: none">• Do the Math Assessments formative assessments from Do the Math,	Setting: Small group/one-on-one Resources: <ul style="list-style-type: none">• Do the Math• ULS• Saxon• Math U See

	<ul style="list-style-type: none"> -Work with numbers 11-19 to gain foundations for place value -Understand addition and subtraction within 10 -Understand shapes and their attributes -Understand the concept of time -Identify 2D and 3D shapes -Classify objects and count the numbers of objects in each category 	<p>Greg Tang math puzzles, Growth Mindset materials</p> <p>Assessments:</p> <p>formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments</p>	<p>teacher observation of student learning, student demonstration of learning</p>	<ul style="list-style-type: none"> ● Early Numeracy ● Number Sense ● Number Worlds <p>Assessments</p> <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR
1	<ul style="list-style-type: none"> -Understand and use numbers up to 120 -Understand place value of two-digit numbers -Use place value understanding to add and subtract -Represent and solve problems involving addition and subtraction -Understand and apply properties of operations and the relationship between addition and subtraction -Reason with shapes and their attributes -Measure lengths in non-standard units -Work with time and money -Represent and interpret data 	<p>Setting: full group mini lessons</p> <p>Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Greg Tang math puzzles, Growth Mindset materials, MobyMax</p> <p>Assessments:</p> <p>formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments; STAR math testing 3 times a year</p>	<p>Setting: Small group or individual instruction with classroom teacher</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Do the Math <p>Assessments</p> <p>formative assessments from Do the Math, teacher observation of student learning, student demonstration of learning</p>	<p>Setting: Small group/one-on-one</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Do the Math ● ULS ● Saxon ● Math U See ● Early Numeracy ● Math Skills Builder ● Number Worlds <p>Assessments</p> <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR

2	<ul style="list-style-type: none"> -Understand place value of three-digit numbers -Use place value to read and write numbers within 1000 -Use number patterns to count -Use place value to add -Use place value to subtract -Solve word problems -Add and subtract fluently within 20 -Develop foundations for multiplication and division -Understand shapes and their attributes -Measure and estimate lengths in standard units -Relate addition and subtraction to length -Tell and write time to the nearest five minutes, using AM and PM -Count and show money using bills and coins -Represent and interpret data 	<p>Setting: full group mini lessons</p> <p>Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Greg Tang math puzzles, Growth Mindset materials, MobyMax</p> <p>Assessments: formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments; STAR math testing 3 times a year</p>	<p>Setting: Small group or individual instruction with classroom teacher</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math <p>Assessments formative assessments from Do the Math, teacher observation of student learning, student demonstration of learning</p>	<p>Setting: Small group/one-on-one</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math • ULS • Saxon • Math U See • Early Numeracy • Math Skills Builder • Number Worlds <p>Assessments</p> <ul style="list-style-type: none"> • FAST progress monitoring • STAR
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3	<ul style="list-style-type: none"> -Understand place value to 100,000 -Use place value to perform multi-digit arithmetic -Understand fractions -Compare fractions -Represent and solve problems involving multiplication -Represent and solve problems involving division -Understand shapes and their attributes -Solve problems involving the measurement of time -Solve problems involving the measurement of length, liquid volumes, and weights of objects -Understand concepts of area -Understand concepts of perimeter -Represent and analyze data 	<p>Setting: full group mini lessons</p> <p>Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Greg Tang math puzzles, Growth Mindset materials, MobyMax</p> <p>Assessments: formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments; STAR math testing 3 times a year</p>	<p>Setting: Small group or individual instruction with classroom teacher</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math <p>Assessments formative assessments from Do the Math, teacher observation of student learning, student demonstration of learning</p>	<p>Setting: Small group/one-on-one</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math • ULS • Saxon • Math U See • Early Numeracy • Math Skills Builder • Number Worlds <p>Assessments</p> <ul style="list-style-type: none"> • FAST progress monitoring • STAR
4	<ul style="list-style-type: none"> -Understand the place value system -Perform multi-digit arithmetic up to one million -Understand fraction equivalence and ordering -Add and subtract fractions with like denominators -Multiply a fraction by a whole number -Understand decimal notation for fractions and compare decimal fractions 	<p>Setting: full group mini lessons</p> <p>Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Greg Tang math puzzles, Growth Mindset materials, MobyMax</p> <p>Assessments:</p>	<p>Setting: Small group or individual instruction with classroom teacher</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math <p>Assessments formative assessments from Do the Math, teacher observation of student learning,</p>	<p>Setting: Small group/one-on-one</p> <p>Resources:</p> <ul style="list-style-type: none"> • Do the Math • ULS • Saxon • Math U See • Early Numeracy • Math Skills Builder

	<ul style="list-style-type: none"> -Use of the four operations with whole numbers to solve problems -Work with factors and multiples -Generate and analyze patterns 	formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments; STAR math testing 3 times a year	student demonstration of learning	<ul style="list-style-type: none"> ● Number Worlds Assessments <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR
5	<ul style="list-style-type: none"> -Understand the place value system -Perform operations with multi-digit whole numbers to billions and decimals to thousandths -Understand the relationship between fractions and decimals -Perform operations with fractions and decimals -Solve problems with fractions and decimals -Represent and analyze patterns and relationships -Write and interpret numerical expressions. Use the four operations to represent and solve problems -Classify two-and three-dimensional geometric shapes -Understand and compute volume -Graph points on the Cartesian Coordinate Plane within the first quadrant to solve problems 	Setting: full group mini lessons Resources: Math in Focus, Cathy Fosnot Contexts for Learning; various math manipulatives, Greg Tang math puzzles, Growth Mindset materials, MobyMax Assessments: formative assessments, observation, conferring, student demonstration of learning with manipulatives, exit tickets, unit summative assessments; STAR math testing 3 times a year	Setting: Small group or individual instruction with classroom teacher Resources: <ul style="list-style-type: none"> ● Do the Math Assessments formative assessments from Do the Math, teacher observation of student learning, student demonstration of learning	Setting: Small group/one-on-one Resources: <ul style="list-style-type: none"> ● Do the Math ● ULS ● Saxon ● Math U See ● Early Numeracy ● Math Skills Builder ● Number Worlds Assessments <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR

	<p>-Solve problems involving measurement and conversations within a measurement system</p> <p>-Represent and analyze data</p>			
6	<p>Instruction will focus on six critical areas: (1) completing understanding of division of fractions and extending the system of rational numbers to include negative numbers; (2) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (3) writing and evaluating algebraic expressions; (4) writing and solving one-step equation and inequalities; (5) developing understanding of relationships among shapes to determine area, surface area, and volume and (6) developing understanding of statistical thinking by analyzing and displaying data distributions.</p>	<p>Setting: full class mini lessons</p> <p>Resources: Big Ideas Math (slowly making the transition to Carnegie Learning)</p> <p>Assessments Various formative and summative assessments; STAR math testing 3 times a year.</p>	<p>Setting: small group or individual instruction based on skills needing intervention</p> <p>Resources: Do the Math; Edgenuity</p> <p>Assessments Do the Math and Edgenuity assessments along with a variety of teacher-created formative assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Saxon Math ● ULS ● TransMath ● Carnegie Math ● Teaching to Standards ● Number Worlds <p>Assessments</p> <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR
7	<p>Instructional time will focus on six critical areas: (1) developing understanding of and applying proportional relationships; (2) develop an understanding of absolute value to solve problems involving integers; (3) developing understanding of operations with rational numbers and working with expressions and linear equations; (4) working with two- and</p>	<p>Setting: full class mini lessons</p> <p>Resources: Big Ideas Math (slowly making the transition to Carnegie Learning)</p> <p>Assessments Various formative and summative</p>	<p>Setting: small group or individual instruction based on skills needing intervention</p> <p>Resources: Do the Math; Edgenuity</p> <p>Assessments Do the Math and Edgenuity assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Saxon Math ● ULS ● TransMath ● Carnegie Math

	three-dimensional shapes to solve problems involving scale drawings, area, surface area, and volume; (5) drawing inferences about populations based on samples and (6) developing an understanding of simple probability models and using them to make predictions.	assessments; STAR math testing 3 times a year.	along with a variety of teacher-created formative assessments	<ul style="list-style-type: none"> ● Teaching to Standards ● Number Worlds Assessments <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR
8	Instructional time will focus on five critical areas: (1) formulating and reasoning about equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; (4) extending the number system to include irrational numbers and (5) develop an understanding of exponential properties to simplify expressions and apply them to scientific notation.	Setting: full class mini lessons Resources: Big Ideas Math (slowly making the transition to Carnegie Learning) Assessments Various formative and summative assessments; STAR math testing 3 times a year.	Setting: small group or individual instruction based on skills needing intervention Resources: Do the Math; Edgenuity Assessments Do the Math and Edgenuity assessments along with a variety of teacher-created formative assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> ● Saxon Math ● ULS ● TransMath ● Carnegie Math ● Teaching to Standards ● Access Algebra ● Number Worlds Assessments <ul style="list-style-type: none"> ● FAST progress monitoring ● STAR
9	Algebra 1 engages students in the critical thinking and problem-solving skills required for future success in high school mathematics. Students practice	Setting: full class mini-lessons and practice Resources: Carnegie Learning Alg. 1	Setting: enrollment in Basics of Algebra Mastery course in addition to Algebra 1	Setting: Small group/One-on-One Resources:

	<p>transferring concrete mathematical knowledge to more abstract algebraic generalizations. Technology will be used throughout the course as students explore and make sense of problems in real-world contexts.</p> <p>Students will:</p> <p>Explore many examples of functions including linear, exponential and quadratic, compare key characteristics of these functions, and translate between graphical, numerical, and symbolic representations of them.</p> <p>Create and solve linear equations, linear inequalities, and systems of equations involving both linear and quadratic equations.</p> <p>Use the laws of exponents to simplify expressions involving rational exponents and radicals.</p> <p>Classify and perform operations with polynomials, including factoring.</p> <p>Use regression techniques to describe linear relationships between quantities. and use technology as an instructional tool throughout the course as they explore and make sense of problems in real-world context.</p>	<p>workbook and Mathia software</p> <p>Assessments:</p> <p>Various formative and summative assessments both teacher-created and from the Carnegie materials.</p>	<p>Resources: Carnegie Learning Alg. 1 workbook and Mathia software</p> <p>Assessments:</p> <p>Various formative and summative assessments both teacher-created and from the Carnegie materials.</p>	<ul style="list-style-type: none"> • ULS • Carnegie Math • Access Algebra <p>Assessments</p> <ul style="list-style-type: none"> • FAST progress monitoring (when appropriate) • STAR (when appropriate)
10	<p>Geometry provides an analysis of plane, solid, and coordinate geometry. Students</p>	<p>Setting: full class mini-lessons and practice</p>	<p>Setting:</p> <p>Resources:</p>	<p>Setting:</p>

	<p>explore both abstract mathematical concepts as well as real-world applications. Technological tools and manipulatives will be used to discover and explore more complex geometric situations and deepen students' understanding of geometric relationships as they move toward formal mathematical arguments.</p> <p>Learner Outcomes:</p> <p>Prove theorems and solve problems about triangles, quadrilaterals, and other polygons.</p> <p>Prove triangle congruence criteria based on analyses of rigid motions and formal constructions.</p> <p>Apply similarity in right triangles to understand right triangle trigonometry and the Pythagorean Theorem.</p> <p>Investigate and solve real-world problems involving area and volume.</p> <p>Prove basic theorems about circles and derive the equation of a circle.</p> <p>Compute and interpret theoretical and experimental probabilities.</p>	<p>Resources: Big Ideas Math Geometry</p> <p>Assessments: Various formative and summative assessments both teacher-created and from the Big Ideas Math materials.</p>	Assessments	<p>Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> • ULS • Carnegie Math • Access Algebra <p>Assessments</p> <ul style="list-style-type: none"> • FAST progress monitoring (when appropriate) • STAR (when appropriate)
11	<p>Algebra 2 builds upon the curriculum from Algebra 1 and extends students' repertoire of function families to include polynomial, rational and radical</p>	<p>Setting: full class mini lessons</p> <p>Resources: HMH Algebra 2 Textbook</p> <p>Assessments:</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> • ULS

	<p>functions. Technology will be used as an instructional tool throughout the course.</p> <p>Learner Outcomes:</p> <p>Solve equations and inequalities, including those that involve absolute value, radicals, quadratic equations over the set of complex numbers, exponential equations using the properties of logarithms, and rational equations.</p> <p>Create, graph, and analyze functions and systems of equations given real-world context.</p> <p>Identify and interpret key characteristics of functions represented graphically and algebraically to solve problems.</p> <p>Describe the effects of transformations of functions graphically and algebraically.</p> <p>Simplify rational expressions.</p> <p>Perform arithmetic operations involving complex numbers and polynomial functions.</p> <p>Develop strategies for analyzing data that are collected from the result of an experiment or survey.</p>	<p>Various formative and summative assessments both teacher-created and from the HMH materials.</p>		<ul style="list-style-type: none"> ● Carnegie Math ● Access Algebra <p>Assessments</p> <ul style="list-style-type: none"> ● FAST progress monitoring (when appropriate) ● STAR (when appropriate) <p>Assessments</p>
12	<p>Students choose from a variety of electives if they choose to take a 4th math credit:</p> <ul style="list-style-type: none"> ● Statistics ● Trigonometry ● Algebra 3 ● Finite Math 	<p>Setting: full class mini lessons</p> <p>Resources: varies</p> <p>Assessments:</p> <p>Various formative and summative assessments both teacher-created</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting:</p> <p>Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● ULS ● Carnegie Math ● Access Algebra

	<ul style="list-style-type: none"> ● Precalculus ● Math in Careers ● AP Statistics ● AP Calculus AB and BC 	and from the district-approved materials.		Assessments <ul style="list-style-type: none"> ● FAST progress monitoring (when appropriate) ● STAR (when appropriate)
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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)	Tier Three (Remediation)
K	<p>AK.1 Identify thoughts and the four basic feelings (happy, sad, mad, scared). Recognize all feelings are natural. Some feelings are comfortable, some are uncomfortable.</p> <p>AK. 2 Understand that life changes or events can change one's thoughts and feelings and introduce calm down skills in response to these events. It is important to calm down before solving problems.</p> <p>BK.1 Identify common safety rules</p> <p>BK.2 Using strategies to keep oneself and others safe</p>	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Why Try - Social Skill Instruction ● Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> ● FBA ● FA ● PSWFIM

	<p>CK.1 Identify qualities and character traits of a friend, such as helpful and friendly skills necessary to work well with others.</p> <p>CK.2 Identify similarities and differences between self and others and introduce what the word empathy means.</p> <p>DK.1 Demonstrate the skills needed to be a successful learner.</p> <p>DK.2 Introduce the importance of every member contributing to a cooperative learning task.</p> <p>EK.1 Recognize the need for work and skills of all workers in the community.</p> <p>EK.2 Define “job,” and “work,” and recognize</p>			
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	that all jobs and work are important.			
1	<p>A1.1 Label a variety of thoughts and feelings in oneself and others and recognize these feelings based on verbal and nonverbal communication.</p> <p>A1.2 Identify one's feelings by recognizing physical clues in the body.</p> <p>A1.3 Use calm down strategies to control or regulate myself.</p> <p>B1.1 Identify what a conflict is and how to solve problems peacefully.</p> <p>B1.2 Practice using respectful, assertive language when someone is treating you or someone else in an unsafe or mean way.</p>	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> • FBA • FA • PSWFIM

	<p>B1.3 Identify problems that kids can try to solve on their own vs. knowing when to seek adult help.</p> <p>C1.1 Develop the skills including empathy and character traits needed to be a friend and make a friend.</p> <p>D1.1 Demonstrate increased skills needed to be a successful learner.</p> <p>D1.2 Recognize the importance of every member contributing to a cooperative learning task and practice the skill.</p> <p>E1.1 Understanding how new experiences can relate to future careers.</p> <p>E1.2 Understand skills are needed for all</p>			
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	workers in the community.			
2	<p>A2.1 Understand how one feels influences one's thoughts and behaviors and vice versa and how one may be perceived by others.</p> <p>A2.2 Recognize that, as individuals, each person has unique thoughts, feelings, and strategies to cope and may use different ones based on one's environment.</p> <p>B2.1 Demonstrate problem solving strategies to help when in conflict with others.</p> <p>B2.2 Recognize the definition of bullying as:</p> <ul style="list-style-type: none"> * Mean or hurtful behavior that keeps happening * Not safe, respectful, or kind. * Against the rules. 	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Why Try - Social Skill Instruction ● Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> ● FBA ● FA ● PSWFIM

	<p>* Occurring in various forms-physical, verbal and one's property. Understand that bullying is different from conflict, knowing how to seek adult help.</p> <p>C2.1 Demonstrate interpersonal skills including empathy and character traits needed to maintain a friendship.</p> <p>C2.2 Describe similarities and differences among students to show respect and appreciation of self and others.</p> <p>D2.1 Identify and practice strategies that lead to learner success.</p> <p>D2.2 Practice individual positive work habits and apply to</p>			
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	<p>cooperative learning situations.</p> <p>E2.1 Introduce awareness of various careers on each of the career paths.</p> <p>E2.2 Recognize academic skills for workers in the 6 career paths</p>			
3	<p>A.3.1 Normalize feelings and identify challenges with certain feelings.</p> <p>A3.2 Identify personal coping skills for managing life changes or events.</p> <p>B3.1 Apply problem solving, decision making and refusal skills to make safe and healthy choices.</p> <p>B3.2 Define the various forms of bullying (physical, verbal, non-verbal including looks,</p>	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> • FBA • FA • PSWFIM

	<p>facial expressions, written notes, and one's property) and Introduce bystander strategies that can help stop bullying.</p> <p>C3.1 Develop an awareness of multiple perspectives (self and others) in a given situation</p> <p>C3.2 Demonstrate empathy for people similar to and different from oneself and realize that interacting respectfully with others creates a sense of belonging and community.</p> <p>D3.1 Demonstrate strategies that lead to learner success.</p> <p>D3.2 Learn and practice successful testing skills.</p>			
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	<p>E3.1 Develop awareness of careers within career paths based on interests and strengths.</p> <p>E3.2 Identify work habits and personal traits needed for careers.</p>			
4	<p>A4.1 Recognize that emotions, thoughts, and behaviors are connected to one's identity and how self and others may be perceived</p> <p>B4.1 Consider the well-being of self and others when making personal choices, decisions or resolving a conflict.</p> <p>B4.2 Identify safe ways to actively prevent or intervene in bullying situations.</p> <p>B4.3 Define harassment (such as safe/unsafe touches, verbal and</p>	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Why Try - Social Skill Instruction ● Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> ● FBA ● FA ● PSWFIM

	<p>physical harassment and cyber/social bullying) and identify strategies to keep oneself safe.</p> <p>C4.1 Demonstrate respect with individuals of diverse backgrounds, abilities, languages, and lifestyles.</p> <p>C4.2 Use positive communication strategies</p> <p>D4.1 Determine individual learning styles and study skills associated with each style.</p> <p>D4.2 Learn and practice organizational techniques.</p> <p>E4.1 Introduce “soft skills” and how it relates to daily experiences, then reflect upon personal strengths and</p>			
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	challenges and explore how these experiences provide a foundation for future career exploration.			
5	<p>A5.1 Demonstrate the skills to manage stressful feelings in constructive ways.</p> <p>B5.1 Examine how personal values align with making personal choices, decisions, solving problems, and resolving conflicts.</p> <p>B5.2 Evaluate peer influence on problem-solving and decision-making skills.</p> <p>B5.3 Practice safe ways to prevent or intervene in bullying and harassment situations including cyber and social bullying.)</p>	<p>Setting: Counselor Classroom Lessons; Teacher-Led Second Steps lessons</p> <p>Resources: Second Steps Kits; character education program chosen at the building-level</p> <p>Assessments: various formative assessments performed by teacher and/or counselor, SEL check-ins, SEL survey</p>	<p>Setting:</p> <p>Resources:</p> <p>Assessments</p>	<p>Setting: Small group/One-on-One</p> <p>Resources:</p> <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> • FBA • FA • PSWFIM

	<p>C5.1 Use a range of communication skills to interact effectively and cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.</p> <p>D5.1 Understand how your personality traits influence your learning.</p> <p>D5.2 Develop an understanding of educational tasks and skills necessary to make a smooth transition to middle school structure.</p> <p>E5.1 Relate self-knowledge (learning styles, personality assessments, soft skills, and other inventories) to preferred career paths and future experiences.</p>			
6	The 6th Grade Counseling curriculum	Setting: Resources:	Setting: Resources:	Setting:

	is currently under revision for the first time in 10 years in collaboration with the curriculum department.	Assessments	Assessments	Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
7	The 7th Grade Counseling curriculum is currently under revision for the first time in 10 years in collaboration with the curriculum department	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
8	The 8th Grade Counseling curriculum is currently under revision for the first time in 10 years in	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction

	collaboration with the curriculum department			<ul style="list-style-type: none"> • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
9	The 9th Grade Counseling will begin the revision process in 2020-2021 for the first time in 10 years in collaboration with the curriculum department. Currently, buildings are using curriculum based on the Missouri Model Guidance Program and integrating a variety of community-based programs to address mental health, suicide prevention and drug and alcohol awareness.	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
10	The 10th Grade Counseling will begin the revision process in 2020-2021 for the first time in 10 years in collaboration with the curriculum department.	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction

	Currently, buildings are using curriculum based on the Missouri Model Guidance Program and integrating a variety of community-based programs to address mental health, suicide prevention and drug and alcohol awareness			<ul style="list-style-type: none"> • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
11	The 11th Grade Counseling will begin the revision process in 2020-2021 for the first time in 10 years in collaboration with the curriculum department. Currently, buildings are using curriculum based on the Missouri Model Guidance Program and integrating a variety of community-based programs to address mental health, suicide prevention and drug and alcohol awareness	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources: <ul style="list-style-type: none"> • Why Try - Social Skill Instruction • Social Work direct student services Assessments <ul style="list-style-type: none"> • FBA • FA • PSWFIM
12	The 12th Grade Counseling will begin the revision process in 2020-2021 for the first	Setting: Resources: Assessments	Setting: Resources: Assessments	Setting: Small group/One-on-One Resources:

	<p>time in 10 years in collaboration with the curriculum department. Currently, buildings are using curriculum based on the Missouri Model Guidance Program and integrating a variety of community-based programs to address mental health, suicide prevention and drug and alcohol awareness</p>			<ul style="list-style-type: none"> ● Why Try - Social Skill Instruction ● Social Work direct student services <p>Assessments</p> <ul style="list-style-type: none"> ● FBA ● FA ● PSWFIM
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